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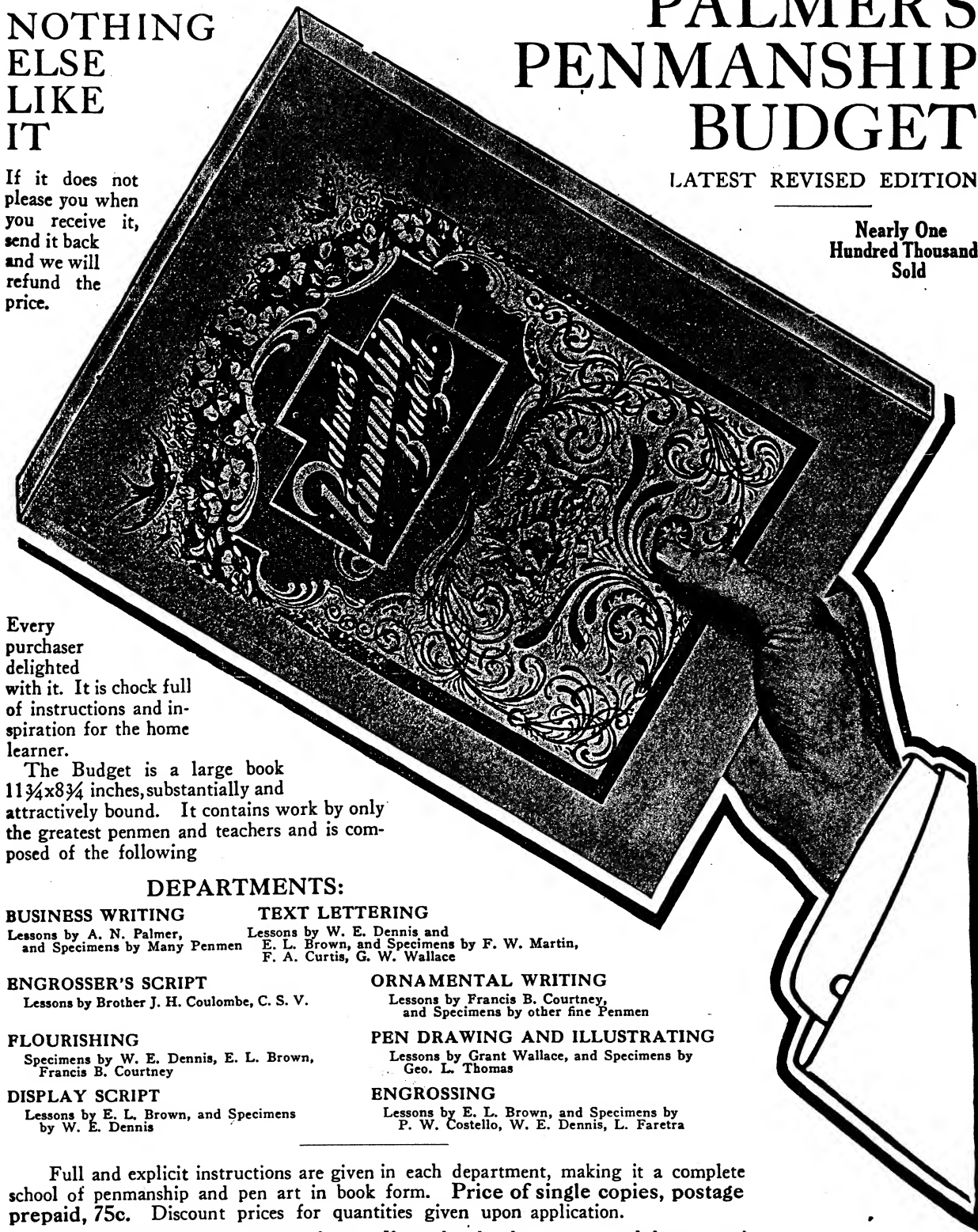
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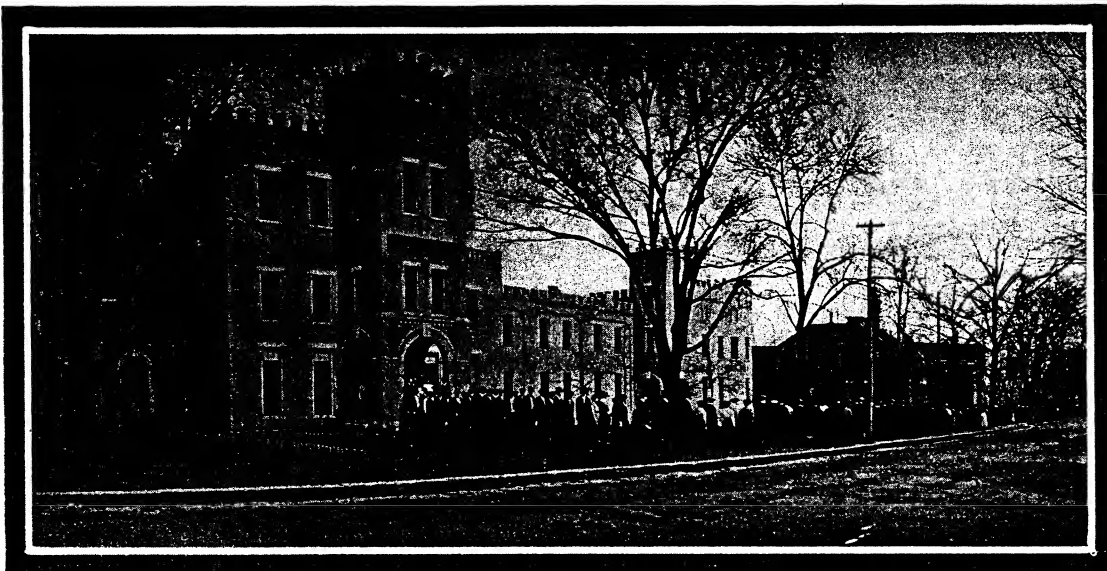
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By ION E. DWYER,

Principal Commercial Department, Hope Street High School,
 Providence, R. I.

\$1.00 net. Postpaid.

(TO BE PUBLISHED IN MAY)

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HOUGHTON MIFFLIN COMPANY
 BOSTON NEW YORK CHICAGO

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A Live Subject for Discussion

Recently a teacher in one of the Southern cities who is an expert demonstrator and teacher of muscular movement writing wrote us that she had been given the above subject, "How Penmanship Functions Beyond the School room" to discuss at a district meeting of teachers. This is such an interesting subject that we thought we would present it to our readers and ask for short, pithy articles on it. We shall be glad to have several supervisors and teachers of practical writing, who have investigated uses found for penmanship in these later days, write us from one hundred to three hundred words each on the topic for publication.

"He Knows Whether You Are Making Good"

Boys of the Fitchburg (Mass.) High School, taking the vocational course, spend alternate weeks in school and shop. Here is a paragraph from the directions given them:

"Do not expect any personal attention from the superintendent. He will probably ignore you entirely, but he knows whether or not you are making good, and in most cases, his idea of you depends upon your ability to please your foreman. Don't be a kicker and don't continually bother your foreman for higher wages."

This is sound advice, not alone for boys in a shop, but for boys and girls and young men everywhere in business.

What Do Supervisors and Teachers Think of This?

A public school teacher of the Middle-West, who has mastered muscular movement writing thoroughly and who is a successful teacher of that style of penmanship, recently sent us the following questions:

"1. Is it advisable to insist upon muscular movement writing in first grade?"

"2. In grades 2 and 3 should single letters be taught in trying to 'break up' the finger movement?" This teacher then went on to express her views as follows:

"I have my own ideas on penmanship for primary grades, but want to know if they are in accord with yours.

"In connection with question No. 1 I feel that so long as we have an adoption of muscular movement writing the first grade should make an effort, and a big one, to use it. My idea is that the little ones should write less than they do, but always under supervision of the teacher. Why allow finger movement in grades 1 and 2 and then insist on muscular movement in grade 3? The third grade teacher will be required to do double work; breaking up a bad habit while trying to teach the pupils to develop the habit of correct movement.

"In connection with question No. 2 I should say that there is nothing to be gained by the pupils in practicing over and over again single letters. The only small letter ever used alone is 'a' and it is invariably illustrated in groups or with other letters. It seems to me we cannot get into the swing so necessary to good writing, in the single letter. Again, how useless it is to make page after page of small 'e,' 'c' and other letters alone when we never use them that way."

THE AMERICAN PENMAN will be glad to have the views of supervisors and grade teachers on the subject of primary grade writing.

Physical Culture

Consider the importance of training a child to sit at a desk properly—healthfully; not alone while practising penmanship, but during all periods of desk study. Do we not see pupils sprawling indolently, or sitting painfully and unnaturally while studying lessons in reading, arithmetic, grammar, geography? How well do we know the rigid old-fashioned discipline that compelled us as children to sit properly at table when eating. Well do we know that the habit of sitting properly—meaning gracefully and healthfully, comes only after steady discipline, just as sitting ungracefully, unhealthfully, comes as a habit because of lack of discipline.

In Chicago 500 girls between the ages of 14 and 16 years working in factories were asked: "If your father had a good job, so that he could have afforded to keep you in school, would you prefer to stay in school or go to work in a factory?" Four hundred and twelve replied that they would still prefer the factory.



Business Writing



By W. C. Henning

FIFTH OF A SERIES OF SIX MONTHLY ARTICLES

LINE writing will test your skill in the correct application of your movement and give you necessary practice in the pleasing arrangement of words. You should aim to write through the line with a uniform movement, gliding from word to word with a smooth unaffected movement. In short, do not write the words like so many separate pieces of the line. A habit of putting the arm through various preliminary movements before beginning each word is bad, looks bad, causes a waste of time and should be avoided.

There must be uniformity and harmony throughout the line. The letters must be uniform in height, slant and pro-

portion, the spacing must be uniform in words and between words, and the quality of line must be the same throughout; that is, there should be no heavy and light lines, but all should be strong and clear.

You should begin your practice of each line by writing several lines each of the capital letter and several of the words, or some good small letter drill which has a specific bearing on the copy. Give attention to the finishing details and be sure that every word has a good finish. The swinging up stroke is very important and finishes a great many letters. Study it, master it, and apply it carefully. You should now be able to criticize pointedly your own work.

COPIES 84, 85, 86

Aim for perfection of movement

Be your own, most severe critic

Control of movement comes by practice

COPIES 87, 88, 89

Do not forget the importance of speed

Every letter requires constant attention

Find and correct faults in your writing

COPIES 90, 91, 92

Give careful attention to all details

Hold your pen without gripping it

Improvement follows correct practice

COPIES 93, 94

Join letters with care and precision

Knowing the key-note to accomplishing

COPIES 95, 96, 97

Learn all you can about penmanship

Make a careful study of every letter

Never give up but keep on striving

COPIES 98, 99, 100

One by one the faults disappear

Practice penmanship with a will

Question yourself about movement

COPIES 101, 102, 103

Rapidity ease and endurance Run

Speed is essential to freedom Spe

The turns must be well rounded

COPY 104

A B C D E F G H I

J K L M N O P Q R S T

U V W X Y Z & c

Business English

By Josephine Turck Baker
Evanston, Ill.
Author of "The Correct Word"
and other text books

Fundamental Rules for Letter Writing

1. The Structure

(a) The paragraph may be composed of a single sentence, as:

"Under the circumstances, I have no hesitation in advising you to come at once, for you can undoubtedly secure a position here immediately upon your arrival."

(b) The paragraph may be composed of two or more sentences; and, when this is the case, care must be taken to see that the sentences are logically and closely related to one another; as:

"I believe that a conference of representatives of all forest schools and universities and colleges in which forestry is taught, might be made of great value to the general progress of forestry in the United States, as well as to the institutions which teach forestry, and to the Forest Service, which employs so many of their graduates, and which is vitally interested in the best training of foresters. Such a conference might well consider the objects and methods of forest instruction, the organization and standards of educational work in the field of forestry, the co-ordination of the work of different institutions, and the needs of the Forest Service and other employers of forest graduates."

2. The Connectives

Connectives are words used to join the parts of a paragraph. The most important are: *and, but, or, nor, either, neither, however, therefore, consequently*. As a rule, connectives, or conjunctions, as they are also called, are used to join clauses, and not independent sentences (clauses are separated by commas, semicolons, colons, while sentences are separated by periods); but, occasionally, they are used to introduce sentences, and even new paragraphs. Conjunctions, used otherwise than as connectives of clauses, should be sparingly employed. Adverbs like *again, now, doubtless, undoubtedly, certainly, surely*, are frequently used to introduce a new paragraph.

3. The Form

The paragraph is indented; that is, the initial word begins a little to the right of the margin. The space between the last line and the paragraph that follows is generally a little wider than between that of the lines of the paragraph itself.

(Letter exemplifying the paragraph)

Dear Madam:

Our semi-annual clearance sale of black and colored dress good remnants commences next Monday, January 10.

The fame of this event has traveled so far, and its opportunities are so widely realized, that there is little or nothing we can say to further increase the surprising interest which always greets its announcement.

In two tremendous lots at 50c and 65c are to be found remaining cut lengths of all the best-selling dress goods we have had in stock during the past six months.

Regardless of elegance of quality, exclusiveness, or beauty of design and color, and the fact that all are \$1.50, \$2, \$3, and \$4 grades, the entire range in the above two lots will be sold at 50c and 65c.

Dress patterns, imported from Paris, and sold during this sale at the very low price of \$5 each, are also an important attraction. They are all \$15 values, and comprise both black and colors. Others, at \$7.50 and \$10, are reduced from \$17.50 and \$25.

The above will all be found in the Wabash building, first floor.

36 to 50-inch dress goods, black and colors, will be found in the basement at 35c—values up to \$1; at 25c—values up to 75c.

The time set for the sale is 8 o'clock.

A sales force, and floor space, both in excess of those in any previous sale, insure better service and greater convenience and comfort than ever.

Trusting that we may be favored with your attention, we are

Respectfully yours,
MANDEL BROTHERS.

* A TABULATED LIST

A tabulated list, or a statement of particulars, is detached from the body of the subject matter, and each particular is indented, the initial words being at equal distance from the margin. Any word or words that are carried over the line are themselves indented; thus:

We are sending you by U. S. express, the following books:

The Art of Conversation
The Art of Social Letter-Writing
How Can I Increase My Vocabulary?

Punctuation marks are now rarely used in a tabulated list, except where the items follow one another on the line; as:

We are sending you by U. S. express the following books:
THE ART OF CONVERSATION, THE ART OF SOCIAL LETTER-WRITING, and HOW CAN I INCREASE MY VOCABULARY?

Matter to be featured is set off as follows:

There are two ways of conducting business—by messenger service and by mail; thus:

1. A sends an offer by his office boy to B. B delivers his acceptance to the boy.
2. A makes an offer by mail, requesting a reply by mail, etc.

By George A. Race, Supervisor of Writing, Bay City, Michigan

A specimen of my plain rapid muscular movement writing. It shows in a practical way the style of writing I use in my every day classes.

Body Writing by A. F. Jacksha, of L. C. Smith & Bros., Portland, Oregon

Let the howlers howl, the mourners mourn, the weepers weep and the members of the down-and-out club sink deeper into the mires of the oblivion of Can't, and while they are doing it you should be striving to acquire a good business hand so that you can forge ahead and give them only more reason to cry aloud over their own miserable existence.

The world is full of knocks, but the best knock to listen to is that of opportunity.

To build a career that will be worth while, and gain more than ordinary recognition, demands of each one of us more than ordinary effort.

If we would achieve, we must first aspire. If we would conquer, we must have something to overcome.

If we would attain, we must attempt, we must desire, we must strive. No great achievements can be expected when no great aspiration inspires us to action. A few ants are worth more than a hive of drones.

Choosing an Occupation

By C. L. Chamberlin
Osseo, Michigan

Opening for a Career in Public Utilities, Newspapers and Other Lines

EIGHTH ARTICLE



HE railroad is a corporation that employs many people and one that has always been the object of interest to young men looking for an opening for a life work. In some respects this interest is justified by results, but in the majority of cases a glance into the future is likely to reveal a multitude of shattered hopes, of aspirations unfulfilled, of men still working on a salary, but a trifle advanced over the one on which they began work years before.

Railroad Telegraph Operator

A position which looks attractive to many a young man is that of telegraph operator. A salary of \$50 to \$65 a month after a year's preparation looks good, but the same salary after fifteen or twenty years of faithful service does not look so attractive, and that is what we are very likely to see. There are a few opportunities for promotion, in fact much fewer than the opportunities in almost any other line. The operator may advance to a more responsible position as operator. He may reach the position of dispatcher, division dispatcher or chief dispatcher, but these positions are so few that no matter how faithful the service only a few can attain these. And many of these higher positions pay only \$125 to \$150 the month, the limit for the very best after years of effort.

Most operators begin in a small station where they perform the duties of operator, agent, ticket seller, freight agent, express agent, baggage man, and any or all of the various lines of work about a station. And he may meet promotion on one of these lines. But the openings are few and the salaries run from \$75 to \$100, \$125, or at most, \$150. Now and then we hear of some one being taken from one of these positions into an important place into a division office, but the openings are so few that effort is very likely to go unrewarded. In many kinds of business, some natural talent and strict attention to duties will draw reward, there are many openings, in fact many men create high-grade positions for themselves by studying out important work to be done. Then in most businesses when a man's efforts make money or effect a saving, the man is rewarded by at least a portion of the money he makes for his employer. But in the railroad business so much is merely machine-like attention to duty that a man has no opportunity of impressing his ability and personality upon the higher officials.

Brakemen and Firemen

In positions among trainmen, much the same condition obtains. The brakeman must serve a long apprenticeship at \$45 to \$60 a month before opportunity comes to act as conductor, and the same is said of the fireman working for an engineer's place. Even after the advancement is made, according to most road rules, in dull times when men are laid off those dropped are those last taken on, and as train crews are broken up by reason of running fewer trains, the young man who had just got a freight engine to run, or a local train to conduct, finds himself set back to serve again as (fireman or) brakeman respectively, until the necessity for more trains gives him another push ahead. Thus too, an operator or agent who hears of a vacancy in a better position and asks for it on the strength of faithfulness to duty in his small office, may get it, but if there is any man on the division who

has been on the company's rolls for a longer period, this man has first chance, if he wants it. Length of service, not extra ability, counts. This is not the future most ambitious young men want.

Express and Telephone Companies

Express companies employ agents, messengers, delivery men, etc., but the pay is not large and openings but little better than railroading proper. Telephone companies offer no inducements as operators to men and really none to women unless considered as a temporary employment, or for one who has no special training to fit for other lines. Considered in comparison with employment in department stores, and restaurants, the telephone girl has the advantage of not being obliged to work constantly on foot, but the pay is usually small. The only opening for young men is after a scientific training as lineman or superintendent, and we are not dealing with occupations that demand a technical preliminary training. However, there is a growing demand, in great cities, for expert telephone operators by large corporations, and big hotels.

In all the lines of work just mentioned, in the larger offices there are employees who fill positions similar to such employees in regular business offices. There are bookkeepers, stenographers, typewriters, file clerks, and over the chain of offices of any concern, auditors. Any of these positions pay well, and undoubtedly ability will here be rewarded as surely as ability in similar positions in other business offices. The stenographer may become private stenographer, private secretary, company secretary, division superintendent, etc. The bookkeeper may advance to head bookkeeper, division bookkeeper, chief company bookkeeper, treasurer, auditor, etc. In railroad, express, freight, telegraph, and telephone companies there are quite a number of these positions open to beginners and on the whole a fairly good number of the higher positions, but of course there is no great number as compared with the numbers of openings in other business houses. But experience in one of these offices is not at all wasted should one wish to enter commercial pursuits later and any one wishing to begin business as a stenographer or bookkeeper might do much worse than specialize a little on railroad office work and seek a position there. Many companies ask only good, general business training in shorthand, bookkeeping, etc., and willingly teach the methods of railroading to their employees after taking them in.

The Newspaper Business

The newspaper business draws many young men and women, and in many respects it is a good employment, that of preparing the thousands of weeklies, dailies, monthly magazines, trade papers, etc., all over this land. Many thousands of people are employed and in but few places does one's advancement depend so thoroughly upon his ability and aptness for his work as in the position of reporter or news writer.

If one aspires to the future ownership or general management of a paper of any kind, one of the quickest ways of getting in touch with every department is to begin in the office of a country weekly. Here only a few people are employed and one learns at first hand something of all departments from type setting, display work, press work, gathering and editing local news, condensing state or national news not secured in plate matter, writing editorials, keeping accounts, soliciting advertising, planning subscription campaigns, and the thousand and one other duties that pertain to a printing-office. In larger offices there are bookkeepers and stenographers, but the

opportunities are not great. The best chance to attain eminence is to follow up the printing press work, if mechanical labor is sought, or take up writing editorials, news stories, features, interviews and the like if reporting or editing be the goal. The advertising department does not vary greatly from the demands upon the ad man as previously discussed. His duties are supposed to be soliciting, planning, and even writing some of the heads in the patrons' advertising campaigns, studying special kinds of advertising, making plans to place the periodical's use as a medium before a greater number of interested business men and in general giving a constant boost to the advertising patronage. A circulation manager does the same for the subscription end. Circulation managers who can "deliver the goods" are usually well paid, while experts with special plans often travel and conduct subscription campaigns on commission or guarantee and commission. These positions require keen insight into newspaper work knowledge of human nature and are in general seeking men who are capable of making good anywhere.

Salaries for reporters and editors of ordinary ability are not especially high. But the opportunities are great. The special reporters who are sent to the seat of wars, disasters, who travel with great men, who interview great men and write up events of national, often world-wide importance, command unusual salaries. In addition their contact with the big things of the world, big men, big works, inventions, corporations, nations, puts them in touch with many opportunities for advancement in other lines. Editors are fairly well paid, but of course more preparation is demanded, a college training and experience in reportorial work, and such extensive preparation is hardly in line with the intent of these articles. Knowing life at first-hand is an indispensable requirement to the newspaper business as reporter or editor. Fair advancement may be made by any one with a good command of English and a "nose for news."

Commercial Teachers

I have been asked about the openings for teaching commercial subjects. They are numerous and in comparison with all teaching employment, quite remunerative. But there must be a solid foundation. The colleges

and universities are offering higher commercial courses and one who expects to devote a life to the work should plan to spend four years of college study or at least two years in a normal school after the high school and exclusive of at least one year devoted to the acquirement of bookkeeping and accountancy or stenography and type-writing. This it seems to me should be the limit of a teacher's preparation. The case is thus expressed to me by the president of an old, well-known middle state commercial college:

"In the high school and colleges, largely the denominational colleges or normal schools, in which commercial departments are being added, the demand is for instructors on an equality with instructors in other subjects. A city high school expects to employ as regular teachers, men or women who have had a college course with some specializing in the subjects they teach. Often the teachers have one year or more university study beyond college training. When we hire our commercial teachers they say we like to get men and women of equal culture who move in the same circles and are just as capable of being models in culture language, bearing, depth of knowledge for our pupils, as are the teachers of history, Latin or mathematics. We want teachers who have taken a general normal or college course, preferably, those who have taught for a time in regular classes or departments of public schools and have then specialized in commercial branches. While we might accept actual business experience in place of a portion of this schooling and teaching experience, we would not engage a teacher who had not the equivalent of a full high school course previous to specializing in commercial branches."

This is the whole subject in brief. Of course the business schools owned by private individuals are not always so strict on general requirements, but one who begins a life work as teacher should fit himself as near as possible at the beginning of his career for whatever may offer later. Do not make the mistake of entering a business life, in office or as teacher, without making adequate preparation. Concentrate and be thorough. Then you will be prepared to grasp anything good that is offered and will be able to push on to higher attainments, one success followed by another.

Engraver's Script by E. L. Brown, Rockland, Maine.

The love of praise should be preserved under proper subordination to the principle of duty. In itself, it is a useful motive to action; but when allowed to extend its influence too far, it corrupts the whole character, and produces guilt, disgrace, and misery. To be entirely destitute of it, is a defect. To be governed by it, is depravity. The proper adjustment of the several principles of action in human nature is a matter that deserves our highest attention.

The American Penman.

Copy for Sentence Writing by Francis B. Courtney.

Too much stress cannot be put upon the importance of preparation for business.

Business is the basis of all necessities and luxuries of life and it is but natural that young people should perfect themselves in those subjects which are so essential to a business career.

Written by Guy R. Newberry, Wichita (Kans.) Business College.

Why not improve your present qualifications by discarding that shaky handwriting and learning to write a plain business hand that will be a recommendation to every businessman and a possession that will ever increase in value.

In the American Penman Gallery



T. J. RISINGER
Utica School of Commerce, Utica, N. Y.



W. H. CAMMERER
Draughon's Practical Business College, Knoxville, Tenn.



W. F. HOSTETLER
High School, South Bend, Ind.



C. H. DUNKLE
Dunkle's Business School, Boonville, Mo.



EDGAR B. RAY
Humboldt Business College, Humboldt, Tenn.

Physical Culture

By M. N. Bunker
Head of Physical Culture Dept.
Carnegie College, Rogers, O.

The Legs and Feet—THE EIGHTH ARTICLE OF A SERIES

MANY of the PENMAN folks are writing letters asking me how to get toughened up so that they can walk in the open road this spring without becoming too tired to practise shorthand and get their trial balances. This is not a difficult process and everyone may get into fine condition before leaving school.

The first thing in this process is to go to work with exercises that develop the lower legs and the feet. They are very much like the lower arms and the hands in their structure, and they are just as quick to respond to exercise as are the muscles of these upper portions. They are capable of enduring more of this work, and it may be harder work, too, so no one need hesitate about undertaking the work of strengthening them.

The two bones which form the foundation for the muscles of the lower leg are called the tibia and the fibula. The tibia is the long, three-sided bone running up the front of the leg, which is usually called the "shin bone." The fibula is located farther back, and is the one which is used in moving the foot around the other, in a circular action. It is shorter than the tibia, but they are both attached at the knee and to the foot. The knee joint is exactly the same in action as the one at the elbow—it will move in but one way. There is a difference, however, in that the leg moves *backward* and upward while the hand travels in exactly the opposite direction.

There are seven bones in the ankle which resembles the carpal bones of the wrist, while the five bones that make up

the foot are much like those in the palm of the hand. They are very slender and over them, and entwined around them, are the muscles which are brought into active use in walking. They do not do all of the work though, for the toes are of very great importance. Indeed, if there were no toes, walking, as we understand it, would be impossible. Instead, a miserable hobble would limit the possibilities for successful work of everyone, from the beginning stenographer to the Man Behind the Desk.

As it is, however, walking may be made easy and beneficial by building up the muscular tissues of the lower legs and the feet. In the leg itself there are three muscles and also a tendon which exceeds in strength any other in the body. This is the tendon of Achilles which may be felt just above the heel at the back of the foot. This tendon is where it is for the purpose of keeping the body in an upright position when the weight of the body is thrown on the foot. This fact will give a key to those who have been wondering how to maintain a correct position—develop this tendon and the muscles around it. Most of the lower leg muscles extend into the foot where they assume a more tendonous character. For this reason the work which tends to benefit the muscles below the knee will strengthen the foot as well.

And here is the very work which will accomplish this all 'round endurance and strength that will mean ability to roam for many miles and to stand all day without becoming fatigued.

Exercise 1

Stand erect as shown in the picture. Throw the shoulders back and take a deep breath or two. Then raise the body slowly on tip-toe; be sure to bring the heels as far as possible from the floor, and then hold while you count 1-2-3-4-5; if this is hard at first count only to three. Then lower the body. Repeat until tired and then change to rapid movements, raising the body quickly and immediately lowering it. This will quicken the circulation, and new and better tissues will result.

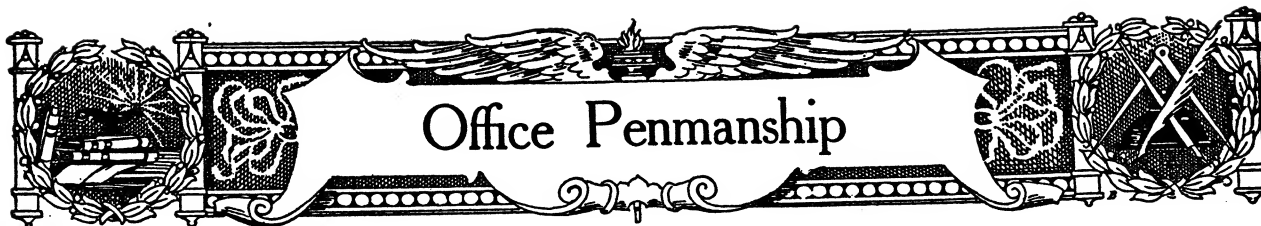
A word of warning may not be out of place at this time. No matter what you do, refrain from using "foot-powders." They are rarely beneficial, and always close the pores in the skin. If the feet are tired a far better remedy is a good bathing in warm water. This opens the pores and makes it possible for the waste to be readily thrown off.

And follow that impulse to walk. Just a little ways to-day, and a little farther to-morrow. Keep it up. Your work, your brain, and your body will all be benefited.

"I have observed that whenever I run across a really capable teacher he is actively interested in affairs outside of the schoolroom either in connection with civic organizations, such as improvement associations, boards of trade, chambers of commerce, charitable organizations or in one or more of the other activities of social work that are found in every community. This activity should extend to all teachers."—H. M. Rowe in "The Budget."

By F. W. Martin, Boston, Mass.

Inspiration: The Dennis Book
on Lettering, Flourishing, and Engrossing con-
tains more Real Inspiration to the square
inch than it is possible to describe. Buy one



By J. G. Steele, New York—FOURTH ARTICLE

THE treatment of deposit tickets to be submitted to a bank for credit to the depositor's account, should receive your careful consideration. In any commercial center, where thousands of depositors use one bank, it is absolutely necessary that figures and deposit tickets be made so plain and legible that the receiving teller at a glance may determine the amounts represented. These tellers are excessively rushed and cannot devote any time to deciphering what you intend the extension or the footing to be.

Illustration No. 2 shows a deposit ticket made in model form, without any special attention given. These figures were made rapidly and under regular commercial conditions.

In entering checks you should pay particular attention to

these entries, so that no two will crowd each other. The receiving teller checks each amount and when figures are poorly positioned it makes it difficult for him to read them, at the same time it makes it difficult for the depositor to total the amount; besides, mistakes are liable to occur.

Entries in the bank book by receiving tellers should be made distinct, and the initials of the teller should be of such a character that they may be easily read. Generally it is a hieroglyphic instead of a letter. Very few of them really represent anything, excepting to the "executioner." They really look as if they had been "executed," as there is no character, life or anything else in them. Illustration No. 1 is a model bank book showing monthly balance.

ILLUSTRATION No. 1

Two Pages of a Depositor's Bank Book

AMERICAN SCHOOL BANK							
In Account With		<i>M. H. Brown</i>					
<i>1914</i>							
<i>Aug 4</i>	<i>H</i>	<i>241</i>	<i>24</i>	<i>27</i>	<i>Prot. fwd.</i>	<i>1345</i>	<i>02</i>
<i>7</i>	<i>A</i>	<i>292</i>	<i>34</i>	<i>28</i>	<i>A</i>	<i>297</i>	<i>84</i>
<i>8</i>	<i>B</i>	<i>160</i>	<i>78</i>	<i>29</i>	<i>H</i>	<i>48</i>	<i>27</i>
<i>10</i>	<i>A</i>	<i>293</i>	<i>42</i>	<i>Sept. 2</i>	<i>B</i>	<i>62</i>	<i>41</i>
<i>14</i>	<i>H</i>	<i>89</i>	<i>27</i>	<i>2</i>	<i>A</i>	<i>87</i>	<i>62</i>
<i>15</i>	<i>B</i>	<i>78</i>	<i>27</i>			<i>1841</i>	<i>16</i>
<i>16</i>	<i>A</i>	<i>62</i>	<i>71</i>		<i>Less</i>	<i>826</i>	<i>42</i>
<i>18</i>	<i>P</i>	<i>29</i>	<i>42</i>		<i>Balance</i>	<i>1014</i>	<i>74</i>
<i>20</i>	<i>B</i>	<i>34</i>	<i>78</i>				
<i>24</i>	<i>H</i>	<i>62</i>	<i>79</i>				
	<i>Forward</i>	<i>1345</i>	<i>02</i>				

ILLUSTRATION No. 2

Deposit Ticket

DEPOSITED WITH THE AMERICAN SCHOOL BANK FOR CREDIT OF <i>M. K. Brown</i> Mar. 14 1914	
Currency	140 -
Coin	24 25
Checks	123 47
	24 84
	78 92
	29 62
	78 47
	124 34
	28 61
	294 78
	34 27
	49 67
	284 29
	1315 53

The Words You Misspell

A hundred students were given these words to spell, words that were familiar to them; the figure following each word indicates the number who misspelled that particular word. Try it in your school and see how the results compare with these:

Reminiscence, 50; indispensable, 40; intermittent, 33; irresistible, 60; belligerent, 50; spontaneous, 2; permissible, 25; perceptible, 33; controversy, 3; inflammable, 33; existence, 25; conscious, 20; recipient, 25; efficient, 10; competent, 25; plausible, 10; civilize, 5; tangible, 20; accessory, 10; intercede, 16; intersperse, 20; counterfeit, 10; accommodate, 8; acclamation, 17; assassinate, 10; competitor, 10; accumulate, 6; ad-

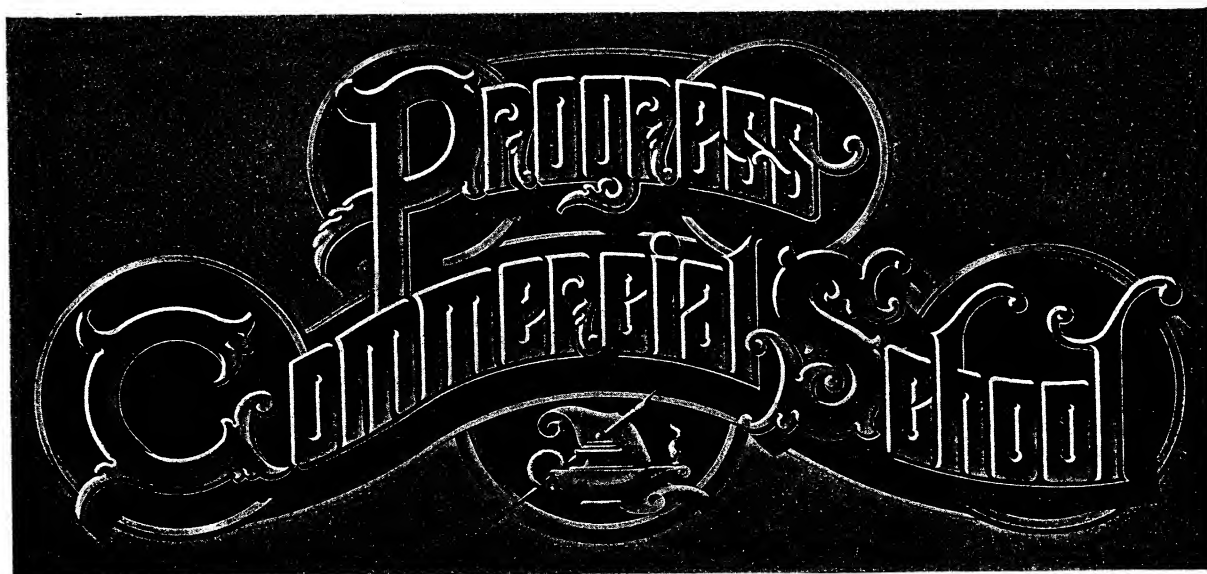
missible, 20; exhilarate, 25; occurrence, 33; effervesce, 33; exaggerate, 8; prejudice, 25; supervise, 5; supersede, 50; fascinate, 20; criticise, 12; eccentric, 25; particle, 8; blamable, 5; occasion, 10; describe, 10; symmetry, 40; separate, 8; license, 25; pittance, 12; nuisance, 5; judgment, 10; naphtha, 10; embarrass, 5.

Another List—Try It

If your advanced class can spell these words they have been exceptionally well trained:

Separate, discrepancy, corroborate, repetition, eligible, emanate, guard, gauge, metallic, harass, embarrass, commodities, recommend, supersede, indelible, until.—*Catholic School Journal.*

Engrossed by Ernest W. Bogert, Columbia College, Paterson, N. J.



The Law While Traveling

NINTH ARTICLE



SO apparently a simple matter as defining when a man is traveling and when he is not has been laid down in decided cases. Thus a man insured against accidents "while traveling" has been held to be "traveling" within the meaning of the policy while standing quietly on a platform; sitting in a car not in motion; waiting in a railway station. On the other hand, a man taking a leisurely stroll of a mile or two after dinner on the Sabbath day was held to be not "traveling," in a state where it was against the law to travel on Sunday except on an errand of mercy or necessity. The stroller

was injured by falling into an unguarded excavation in the road and the town sought to defend on the ground that he was violating the law by walking around on Sunday.

In England strangers are treated with more consideration than home people, it being contrary to the law to refuse a wayfarer liquid refreshment at a public inn on Sunday and equally against the law to serve intoxicants to regular customers on the Sabbath.

Just as there are various modes of traveling, so are there varying rules of law applicable to those who go on foot, by private conveyance, by hired rigs, by public stage coaches, by trains, by steamboats, by steamships.

Paying and Collecting Fares

The driver of a public conveyance (including hired rigs) may lawfully exact his fare in advance, but not having done so, the passenger has a right to insist on being carried to his destination before he pays. And it is to be noted that a carrier's contract is an "entire" contract, that is to say he must complete his job by carrying his fare to the agreed point. He cannot legally stop half way, or even almost there, and demand proportionate pay. It is all or nothing. And this is so even if the cause of stoppage is a breakdown en route, because a stage owner, or letter-out of rigs, must provide a proper conveyance, one strong enough to complete the journey, harness in good repair, healthy horses, competent drivers, part of whose business it is to be acquainted with the roads and their condition, and capable of acting with discretion in emergencies.

As a partial offset to all this responsibility, the carrier has a lien on the baggage of a passenger, if he has any, and may detain it until the fare or agreed price is paid.

As may be inferred from the foregoing, a large part of "travelers' law" has to do with responsibility for injuries received through accidents. The carrier is responsible for the safe carrying of his passengers to their destination, and for their protection on the way. In cases of trains, steamboats and steamships, this rule of protection extends not only against acts of employees but to protection against other passengers as well. Thus a railroad company had to pay an estate damages for the shooting of one passenger by another.

Rules of the Road for Public Highways

The law of the road in the United States is that vehicles meeting must pass to the right; when one overtakes another and desires to go ahead, it must pass to the left. In England this rule is reversed, those meeting pass to the left, overtaking, to the right. In England the rule of the road applies to horseback-riders; in the United States, they may pass on whichever side is most convenient. In both countries vehicles or horsemen meeting or overtaking pedestrians may pass either side, and there is no rule of the road as to

pedestrians toward each other. As a rule vehicles, especially with loads, have the right of way over pedestrians, whose duty it is to step aside, but this does not authorize drivers to run down pedestrians.

The right of way here spoken of means merely the right to continue on their course, not being obliged to veer either to the right or the left, it being much easier for a person on foot to make room for a wagon to pass than for a wagon to get out of the way for a man. At crossings pedestrians have the same rights on roads and streets as horses and carriages. One starting to cross is entitled to get over and it is the duty of drivers to pull up and let him cross in comfort. This, however, is a rule of law more honored in the breach than in the observance, even judges and lawyers not caring to risk life and limb for the sake of an action for damages.

Speaking of pedestrians, it is the duty of cities, towns and villages to keep their roads and streets in repair and in safe condition for those who walk on them.

Ejecting Passengers without Tickets

Early in the history of railroading courts decided that requiring passengers to purchase tickets before entering the cars was a reasonable regulation. People who lose their tickets may be compelled to pay their fare over again, or be evicted. Conductors are not obliged to carry sufficient money to make change for large bills for those who have neglected to purchase tickets. A man who offered a \$20 gold piece in payment of his fare of \$1.35, which the conductor could not change, was put off and afterwards refused damages. Most jurisdictions hold that evictions can only be made at stations, and all of them, at least near habitations.

Responsibility for Baggage

Carriers are also responsible for safe carriage of travelers' personal luggage. They can limit the amount of their liability by specifying on a ticket that they will not be responsible beyond a certain amount named. Even without such limitation carriers are not liable for the loss of things not usually taken along as personal luggage, such as bonds, unset stones, merchandise intended to sell, large amounts of cash, rare books, pictures and so on. For ordinary jewelry, watches, women's finger rings, breastpins, necklaces, in other words, personal ornaments, they would be liable.

Passengers are not obliged to keep an eye continually on handbags, valises, etc. If left in a seat while taking refreshments at a railway restaurant while the train waits, the company would be liable for their loss.

The Law for Inns, Hotels and Taverns

Even travelers cannot be "on the go" the whole time, which brings us to consider where they put up, viz., at an inn, hotel or tavern. In law the three words are synonymous.

There are numerous legal definitions of an inn, one of the most concise being "a house for the reception and entertainment of all comers for gain."

The hotel-keeper must receive all travelers who apply, and who are able, or who appear to be able, to pay the customary charges. The law presumes the traveler to be able to pay for his accommodation, so that if a man is refused accommodation, he could recover damages unless the hotelman could prove that the one refused was unable.

It is not customary to demand pay in advance unless the person applying has no traps or baggage. A hotel-keeper has a lien on the baggage of a guest for his bill, and in most jurisdictions one who attempts to beat a hotel can be arrested.

Travelers must be received at any old time of day or night

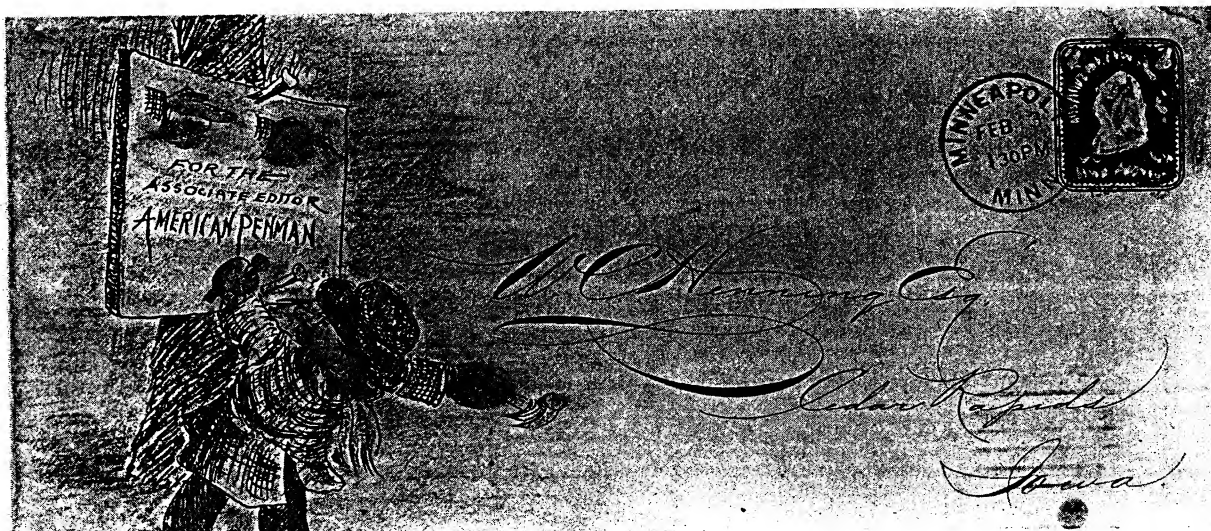
or Sundays, but cannot insist on having meals served except at regular and reasonable hours. Guests have no right to insist on particular rooms, but must content themselves with the food and accommodation furnished provided they are not discriminated against. Offensive table manners are not a ground for eviction from a hotel.

Hotels are responsible for the safety of ordinary baggage, wearing apparel, etc., left in rooms. Under the common law they were responsible for everything, but statutes have been passed limiting this liability where the hotel has a safe and the proprietor posts notices in rooms that he will not be liable for loss of money, jewels, ornaments or valuables not deposited in such safe. The common law still holds good as to whatever is not covered by the particular statute, and a guest is entitled to keep his watch and a reasonable amount

of cash on his person, or in his room when asleep. The host of mine inn will be liable for losses even through burglary.

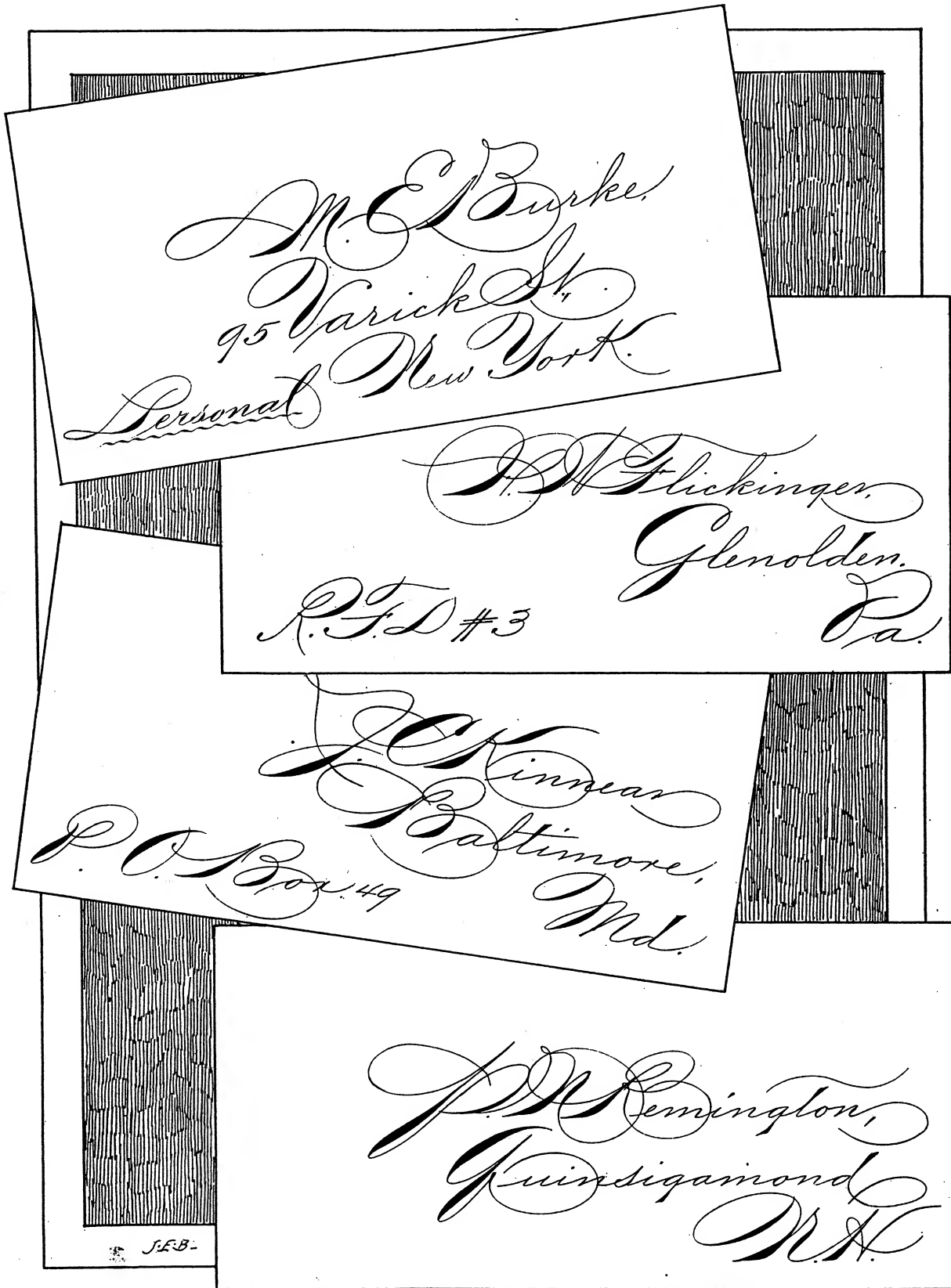
If when a man first arrives at an inn he makes a special arrangement for his room or his board, he is not a guest, and his rights and the liability of the hotel proprietor toward him are entirely different, so that economy in such cases is not always the best policy. On the other hand, luxury while traveling may result in unexpected legal complications; thus it is held that a Pullman sleeper or palace car is not a hotel, nor does it come under the law of common carriers. It does not accommodate persons indiscriminately, does not furnish victuals but only lodging, affords no accommodations but a berth and bed, does not receive pay for caring for the goods of travelers. For these reasons the proprietors of the Pullman are not liable for losses by theft.

Idiosyncratic Superscriptions by Francis B. Courtney



Ornate Penmanship

By S. E. Bartow—EIGHTH ARTICLE



(SEE PAGE 375 FOR INSTRUCTIONS)

Winners of THE AMERICAN PENMAN Certificate of Proficiency in the Michigan Business & Normal College, Battle Creek, Michigan. Herbert M. Heaney, teacher.



Top row (left to right): BEATRICE LAWLER, MARY COOKSON, CLARA BAYLEY, LILLIAN CRAZE, ZELLA BONHAM, MINNIE CORNELL.
Second row: GLADIE BALTZ, AMBER BARNHART, MELVA BARBER, NELLIE COREY, MRS. ISADORE DAVENPORT.
Front row: MINNIE SCHILL, MERLE MARSHALL, OLGA JENSEN, FRANCES PUFFER.



Top row (left to right, standing): WILLIAM HUSBAND, ARTHUR MITCHELL, LAWRENCE LAWLER, EDWARD SWAN, JESSE MILLER, LOUIE BIGELOW.
Middle row: JESSE HAGELSHAW, BEN BRISTOL, HOWARD ROSS, RUSSELL BEVINGTON, THOMAS MYERS, LEO BURNS.
Front row: EARL WILLISON, OTTO SLACK, DALE WILLOUGHBY, W. T. MCCURDY.

Arithmetic and Rapid Calculation

By H. Winfield Wright, LL.B.

Strayer's Business College
Philadelphia, Pa.

The Four Operations—Addition, Subtraction, Multiplication and Division



IN my work both in the class-room and in the counting-rooms of business firms, companies, and corporations, I have met many students and office assistants, who apparently were unable to handle simple numbers, fractions, decimal fractions and denominate numbers, with any degree of consistency. This especially applies to the Four Operations.

Teachers of commerce feel that the students coming from the public schools should at least have a thorough knowledge of the above as applied to simple, fractional, decimal and denominate numbers. We believe that they should not only be put in possession of the requisite knowledge to handle these necessary fundamentals without guesswork, but, also, that they should be drilled sufficiently to enable them to get results—to warrant their getting results.

It certainly jolts the teacher to see a class of, say, sixty students, all graduates of some grammar school and ready for high school, produce—after a lapse of time which would make their efforts dear at 60 cents a week—sixty widely differing results, when given a good old-fashioned long division to handle. Alas, and alack! What huge rafts of work there are for the long suffering commercial teachers to buckle down to!

How woefully slow!

How painfully inaccurate!

What a grand chance for the teacher of commerce!

What a chance to show his mettle!

Is it not worthy of his steel?

Yea, it requires the best there is in him to overcome this fearful handicap.

A little consistent drill, working these students against time would work an immediate and unbelievable, yes, an awe-inspiring and glorious change. Race them against time and you create enthusiasm. If these students cannot get results handling the Four Operations, what chance have they when they try to apply their knowledge of the fundamentals in the solution of the more difficult portions of arithmetic which follow?

What's the Matter With Beginners?

The following classes of weakness and inaptness may be detected in any class of beginners:

1. Lack of knowledge, in many cases, of the simple rules and principles underlying the Four Operations.
2. Inability to get results—inaccuracy due to lack of drill inculcating habits of attention to, and close observance of, details; lack of that drill, which stimulates latent-unaroused-powers.
3. Slowness, due to lack of drill calculated to bring up the student's speed—the student's very best efforts, which he only puts forth when filled with enthusiasm.
4. Carelessness, owing to the fact that the student has been rushed over a wide range of subjects and made to feel the relative non-importance of the rudiments. He has received only a smattering—a jumbled mass of the so-called mind-builders and character-moulders, etc.

I came in contact with a great part of this inaptness and lack of rudimental knowledge, whenever long, or short, division of decimal fractions was undertaken, either in the class-room or in the business office of some unfortunate company. When we find these short-comings in the counting-room, we lay the blame almost entirely upon the business school, or upon the commercial department of the high school. The business school product is often found to be weak, because of the fact that some silly instructor teaches the students to fire off sky rockets. (the so-called short cuts) instead of teaching them to figure.

He prepares his admiring students to hold down positions in the side-show of some circus, instead of preparing them to make a living as office assistants. The same fault may be found with the commercial department of the high school in addition to the fault we may properly find with it, owing to the fact that its director widens out its curriculum to cover too many studies. What is the result? The student gets only a smattering. A smattering is not enough—is not sufficient equipment for a bread-getter.

Division of Decimal Fractions

When taking up a simple thing like division of decimal fractions the students make mistakes galore in subtraction, multiplication and division; in handling the various parts, and especially in pointing off, or in placing the decimal point in its proper position. Many errors are made in such an extremely simple thing as counting figures, when pointing off the quotient.

I do not believe in criticizing and not offering a remedy; in razing and not raising; in tearing down and not rebuilding; therefore, I wish, if you will permit me, to offer the following suggestions. I have found them readily accepted by students—even taken up with gladness. Something new appeals to them:

DIVIDING A DECIMAL FRACTION BY A WHOLE NUMBER

When handling the short division i.e., dividing by a number smaller than, say, 13, of a decimal fraction by a whole number, I have found it desirable to draw a vertical line through the decimal point in the dividend, as follows:

Example: (1) Divide 486.7534 by 12.

$$\begin{array}{r} \text{Solution:} \quad 40 \overline{)5627+} \\ 12 \overline{)4867534} \quad \text{Result: } 40.5627+ \end{array}$$

The student should be impressed with the importance of placing the result of each operation, or partial division, right over the right hand figure of the number divided, e.g., 4 should be written over the 8 of the 48 (see solution above); 0 over the 6, as 12 is not contained one or more times in the 6; 5 over the 7 in 67, etc.

The decimal point, represented by the vertical line, is really pointed off in advance. The chance of making an error is minimized. Have you not known many students who would get a result, if left to themselves, either one tenth of the above result, or one, ten times the proper outcome?

Example: (2) Divide .00489 by 11.

$$\begin{array}{r} \text{Solution:} \quad \overline{)00044} \\ 11 \overline{)00489} \quad \text{Result: } .0044+ \end{array}$$

It would here be necessary to fill in naughts, or ciphers, between the vertical line and the 4 of the quotient, in order to get the proper result.

DIVIDING A DECIMAL FRACTION BY A DECIMAL FRACTION

To divide one decimal fraction by another decimal expression, first, count the places in the divisor to the right of the point; next, move over to the dividend and draw the vertical, or decimal point line, as many places to the right to the decimal point—in the dividend. See examples below:

Examples: (3) Divide 349.6572 by .06.

$$\begin{array}{r} \text{Solution:} \quad \overline{5827|62} \\ .06 \overline{)349.6572} \quad \text{Result: } 5827.62 \end{array}$$

Example: (4) Divide .0347 by .5

Solution:
$$\begin{array}{r} |069+ \\ \hline .5)0\bar{3}47 \end{array}$$
 Result: .069+

If it is desired to carry the result 4 or 6 decimal places, it is only necessary to fill in enough naughts to the right of the vertical line to bring the number of figures up to either 4 or 6, according to the number desired, e.g., in this last case one cipher placed to the right of the 7, in the dividend, would be sufficient to carry the result to 4 decimal places.

When the result required is so many dollars and cents, 2 figures to the right of the vertical line are sufficient.

Example: (5) Divide 541.9 by .08

Solution:
$$\begin{array}{r} 6773\bar{7}5 \\ \hline .08)541.90\bar{0}0 \end{array}$$
 Result: 6773.75

It is here necessary to fill in one cipher before drawing the vertical line, or decimal point line.

Example: (6) Divide 4.9 by .012

Solution:
$$\begin{array}{r} 408\bar{3}3+ \\ \hline .012)4.900\bar{0}0 \end{array}$$
 Result: 408.33+

Filling in two ciphers is here necessary before drawing the decimal point line.

DIVIDING A WHOLE NUMBER BY A DECIMAL FRACTION

To divide a whole number by a decimal fraction, or by any decimal expression, first, count the number of deci-

mal places to the right of the point in the divisor; next, draw the vertical line as many places to the right of the whole number, after filling in the point and the necessary number of ciphers.

Example: (7) Divide \$500 by .002

Solution:
$$\begin{array}{r} 250000\bar{0} \\ \hline .002)500.000\bar{0} \end{array}$$
 Result: 250,000.

The above rules apply to all kinds of decimal expressions, pure mixed and complex. They also apply to long division. See below:

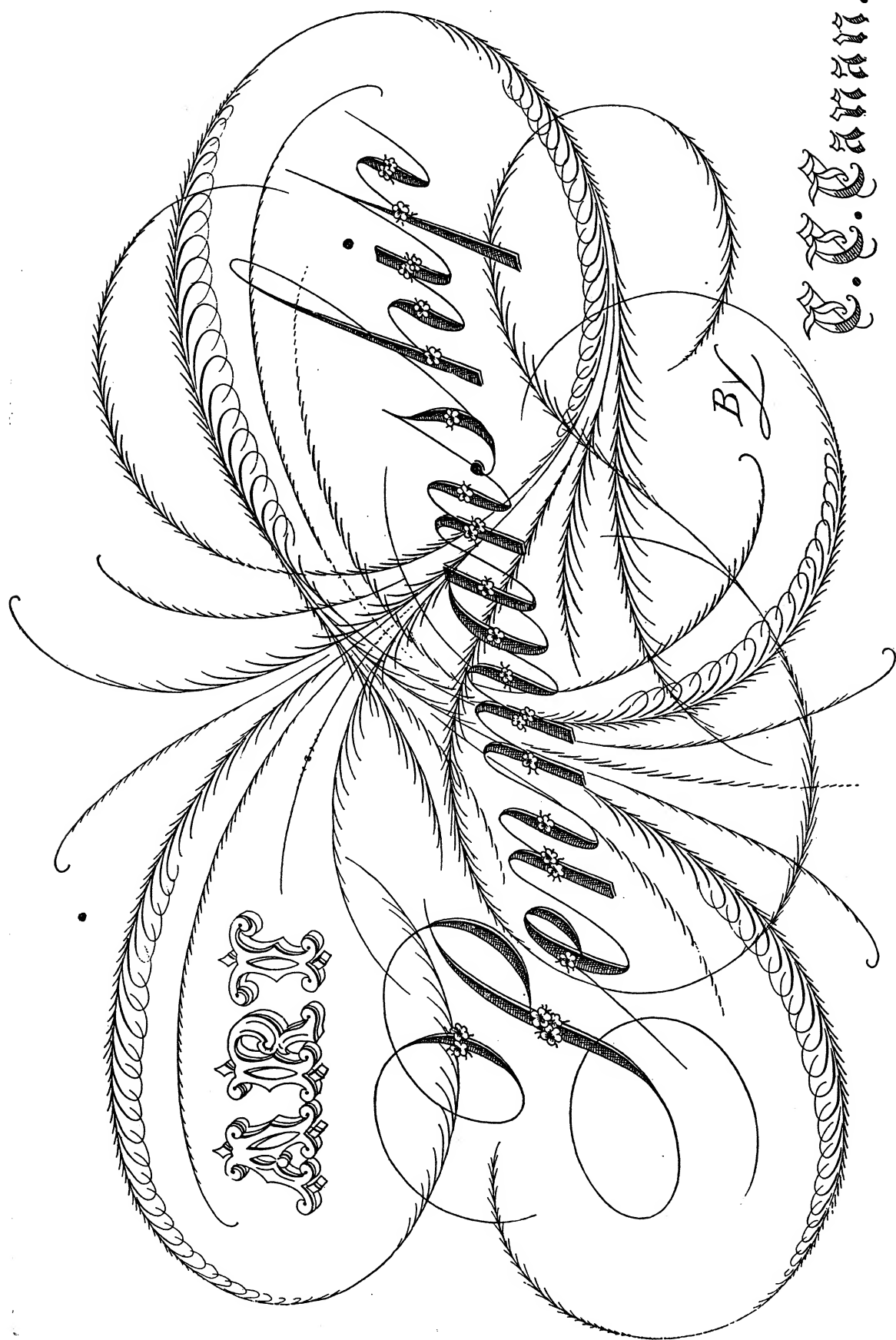
Example: (8) Divide \$4783.25 by 98.5

Solution:
$$\begin{array}{r} 48\bar{5}6 \\ \hline 98.5)47832\bar{5}0 \\ \underline{3940} \\ 8432 \\ \underline{7880} \\ 5525 \\ \underline{4925} \\ 6000 \\ \underline{5910} \end{array}$$
 Result: 48.56

In our next we will take up the subject of Percentage from a different viewpoint.

Offhand Business Letter by W. R. Stolte, Penmanship Teacher in Northampton (Mass.) Commercial College.

Northampton, Mass., Feb. 24-'14
 Mr. C. J. Newcomb
 New York, N. Y.
 Dear Mr. Newcomb:
 Enclosed please find check for \$6.00 in payment for four "subs" to the "Penman" and four Awards for the following:
 Very truly,
 W. R. Stolte



F. C. Barr.

No. 10—Art Penmanship, by C. C. Canan

THE ROUND TABLE

"A man, sir, should keep his friendship in a constant repair"

It has been reported that Mr. R. J. MacLean, formerly principal of a business school in Wilmington, Del., and also president of the Board of Trade of that city, and later secretary of the Chamber of Commerce, Spokane, Wash., has decided to open a business training school in Detroit, Mich., according to the *Detroit News* of Wednesday, March 11. Mr. MacLean has covered the entire country investigating commercial conditions and in Detroit he has found the city he has been seeking. The *PENMAN* will be glad to know more of Mr. MacLean's operations in Detroit.

Mr. Albert Nelson, Supervisor of the Commercial Department of the Earlham (Iowa) Academy, recently organized a unique club among his pupils, which will be called "The Society of Palmer Penmen." The new club will have a constitution and by-laws. Article 4, Section 1, reads as follows:

"The officers of this society shall be a president, vice-president, secretary and treasurer, who shall be chosen from among the active members of this society, not below the rank of Advanced Penman, except the first officers, and the first executive committee, who shall be appointed by Prof. Albert Nelson, founder of this society, to assist him in its organization."

Article 3, Section 4, reads as follows:

"All students holding a Palmer Method Button shall be known as Apprentice Penmen; those holding a Progress Pin as Intermediate Penmen; those holding a Palmer Method Final Certificate as Advanced Penmen, and those holding THE AMERICAN PENMAN Certificate as Master Penmen."

As soon as a member has won the Progress Pin they shall be entitled to a subscription to THE AMERICAN PENMAN. This the society will give.

Muscular movement oval exercises, designed and executed by penmanship students of the Quincy (Ill.) High School, under the instruction of Mr. W. H. Brazelton have been received. The work is excellent, and it is to be regretted that specimens cannot be published, because they were executed with a pale writing fluid.

Penmanship specimens showing very good improvement of pupils under the instruction of Mrs. Hattie Gray at the Western Bible and Literary College, Odessa, Mo., have been examined. Mrs. Gray is now teaching penmanship in the grade schools in North McAlester, Okla.

Written by M. A. Albin, McTavish Business College, Edmonton, Alta.

Commerce, the monthly magazine issued by the students of Omaha (Neb.) High School of Commerce, is among the very best student publications of America. It is so well edited and contains so much good original matter that its editor has been compelled to plead in a kindly spirit with other student publications, that they refrain from stealing matter from *Commerce*, for to copy another publication's article without due credit is not honest. In this connection, we are reminded that *Commerce* has not yet given credit to THE AMERICAN PENMAN for the cover design now being used each month by *Commerce*, and which was taken from the cover of the *PENMAN*, issue of February, 1911. No doubt the editor is unaware that his artist copied the *PENMAN* cover. This design was made for the *PENMAN* by Mr. Thomas, of Bailey, Michigan.

We have received from Mr. L. D. Root, of Elyria, O., several lines of attractive muscular movement writing. Mr. Root is a past master in this line of penmanship.

Among the practical teachers of penmanship of the country, Mr. Karl Fromm, of Huron College, Huron, South Dakota, is one of the best.

This was clearly indicated recently in solid pages of writing received from several of his pupils.

Mr. John Domonique, of Bastrop, La., demonstrates skilfully, as well as automatically, a beautiful style of muscular movement penmanship. Mr. Domonique has built up a wide reputation as a teacher of practical writing. Many of his pupils go out and succeed admirably in teaching their pupils how to write well. Even pupils of eight years of age who come under Mr. Domonique's instruction write with muscular movement. It is highly complimentary to him that Mr. Domonique has been engaged to teach penmanship to the fifteen hundred teachers who will attend the summer school in the State Normal at Natchitoches, La. The *PENMAN* congratulates the management of this school on its good judgment in engaging Mr. Domonique and also the teachers who will be privileged to receive his instruction.

Mr. James T. Austin, formerly superintendent of the Pleasantville Water Company, and who in November, 1913, purchased the Waynesboro (Pa.) Business College, has also purchased and taken possession of the Keystone Business College of Chambersburg, Pa. Both schools will be run from one office, and under the same management. Mr. Austin reports a fine enrollment at both schools.

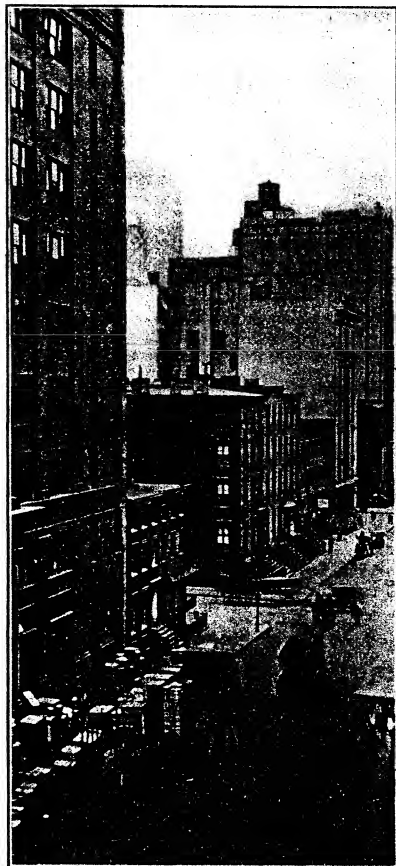
Mr. Palmer
31 Irving Place
New York, N.Y.

A Famous New York Neighborhood

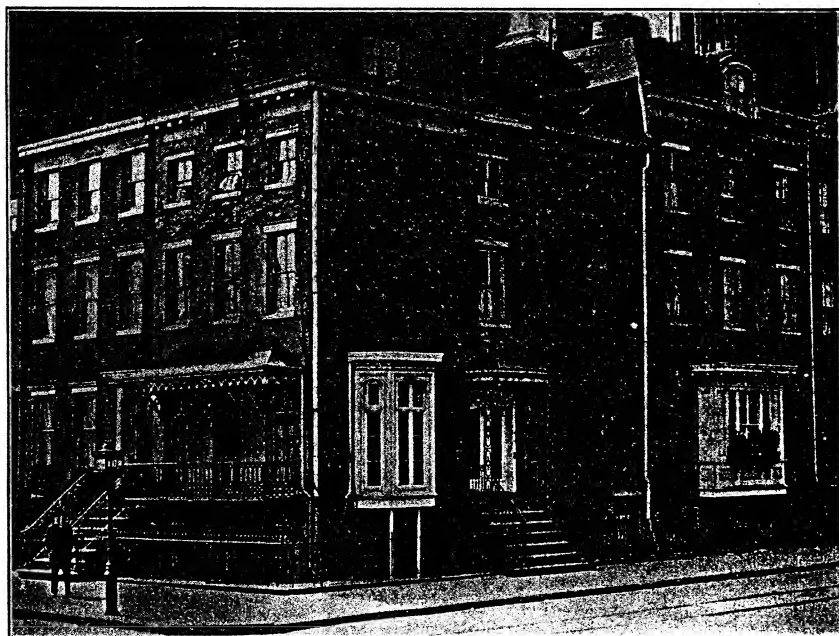
THE members of the staff of THE AMERICAN PENMAN, seated at their desks, sometimes look out the windows of the PENMAN office, and their eyes linger on a little house down below at the corner of Seventeenth Street and Irving Place, 200 feet away. Such a little house for modern New York in a business section—and so old-fashioned! Well, it is a famous house—the “Washington Irving house” it is called, for it was owned by the uncle of Washington Irving and here, seventy years ago, the great American wrote at least one of his books—“Life of Oliver Goldsmith.”

of Irving Place is the old Academy of Music, for thirty years the great home of grand opera in America, and adjoining the Academy is Tammany Hall. At the Twentieth Street end is Gramercy Park, the jewel of all the little parks of New York, bordered by the homes of college clubs, dramatic clubs, art clubs, and private mansions; here is still the palace built by Samuel J. Tilden for his home.

Fifty years ago the art colony of New York claimed Irving Place for its own. Artists and literary men have always loved it. When Theodore Roosevelt was a writer of histori-



WASHINGTON IRVING HOUSE, AS SEEN FROM THE WINDOWS OF THE AMERICAN PENMAN OFFICES. IT CAN BE EASILY IDENTIFIED, THE LITTLE HOUSE BESIDE THE BIG MODERN BUILDING.



THE WASHINGTON IRVING HOUSE AT THE SOUTH WEST CORNER OF IRVING PLACE AND EAST 17TH STREET, NEW YORK, 200 FEET FROM THE AMERICAN PENMAN OFFICES. IN THE LOWER ROOM AT THE EXTREME RIGHT, IRVING HAD HIS WRITING DESK AND PART OF HIS LIBRARY, AND HERE HE FINISHED HIS “LIFE OF OLIVER GOLDSMITH” AND WORKED ON HIS “LIFE OF WASHINGTON.” THE AUTHORS’ LEAGUE WILL USE THIS ROOM FOR THEIR LIBRARY

And now this little house has truly come back to its own, for the Authors’ League of America has taken it for headquarters, and proposes to buy it and preserve it as a shrine of American literature.

A great organization is the Authors’ League. Winston Churchill, the novelist, is president; Theodore Roosevelt is vice-president, and Ellis Parker Butler, who wrote “Pigs is Pigs,” is secretary. Five hundred American authors are members.

In the life of America’s metropolis, past and present, there is no name that stands out so delightfully garlanded with literary and artistic memories and mindmarks of Old New York, as that of Washington Irving. Of all the American writers who called New York their home, Irving was the chief. He was more to New York than Lamb or Thackeray was to London. And New York has built him many monuments, and keeps green his memory, even a fresher green as years go by.

They named a street after him—Irving Place, running northward six blocks from Fourteenth Street to Twentieth Street, and midway between the parallel arteries, Third Avenue and Fourth Avenue. At the Fourteenth Street end

cal books, Irving Place was proud of him; he was born within the boundaries of the colony, in a house in East Twentieth Street, a few doors from the corner of Fourth Avenue.

George Bancroft once conducted the Century Club in Fifteenth Street, almost on the site of the PENMAN’s home.

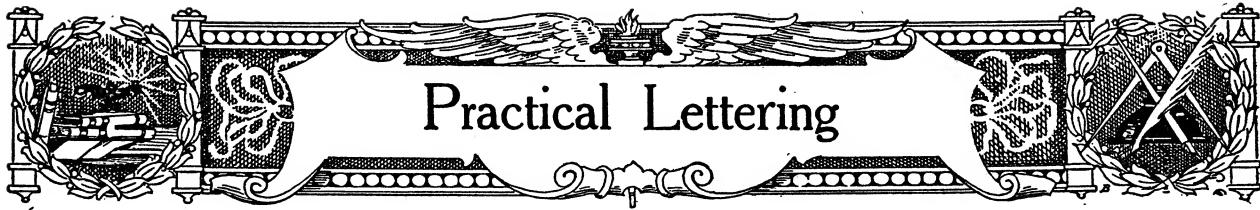
Horace Greeley lived in Eighteenth Street, just around the corner.

At the Nineteenth Street corner they show you the former home of Reginald De Koven, where he wrote the score of the opera “Robin Hood.” On the site directly opposite the PENMAN offices, was formerly the house and home of Mrs. Francis Burton Harrison.

Yes, Irving Place is a little street, as the pavement contractor measures it. It is a little longer than Wall Street.

The little house on the corner is the greatest of all the little houses in the street. Directly opposite the little house, covering the whole block from Sixteenth to Seventeenth streets, is the great Washington Irving High School building, where 5,000 girls attend each day.

Indeed the PENMAN is proud of Irving Place, and it welcomes the Authors’ League to a distinguished neighborhood.



Practical Lettering

Italic Alphabet

By S. E. Bartow—EIGHTH ARTICLE

A B C D E F G H I J K

L M N O P Q R T U V

W X Y Z

a b c d e f g h i j k l m n o p q r
s t u v w x y z

S. E. B.

Ornate Penmanship

(INSTRUCTION BY S. E. BARTOW)

See Page 368

MENTION was made last month that addressing envelopes was one of the best forms of practice after a certain stage of skill was reached. Given this month are a few samples of envelope addressing, which is quite an art in itself.

In addition to getting smooth, snappy shades and good forms arrangement must be studied. If a flourish is used, it should not conflict with other lines or if they do cross, they should be as near as possible at right angles.

Little has been said about the matter of arrangement, but it should be given considerable attention, not only in names, but page or body writing. No matter how skilfully you can make letters and words, if the arrangement is not carefully looked after your work will lack finish. In combination work it means the placing of flourishes and shades. In body writing it means uniform shades, spacing and slant.

If you want to show skill in every phase of writing study every phase of it.

Scraps

"Moving Day" in London is March 25, when leases of houses and flats expire. In New York leases now expire on October 1. Formerly they expired on May 1, and in many cities of the United States April 30 is still "moving day."

The Koran, the sacred book of Mahomedans, has just been translated into Turkish. This seems strange, for most Christian people think of the Koran as a Turkish book. It has always been written or printed in Arabic or Greek.

Six states have no compulsory school attendance laws—South Carolina, Georgia, Florida, Alabama, Mississippi and Texas. The percentage of illiteracy is large in these states.

There are 21,537 fourth-class postmasters in the United States. For the first time in our history they are being regularly examined like civil service employees. Arithmetic counts 50 points; penmanship, 15 points; letter writing, 20 points; and copying addresses, 15 points.

WE have received such a common-sense letter from a successful supervisor of writing in elementary schools that we have thought best to print part of the letter in the Elementary School Department of the PENMAN for the benefit of other supervisors and teachers in graded schools. This supervisor to whom we refer wrote us as follows:

"I talk to each teacher of the necessity of becoming proficient herself, first in ability to demonstrate practical writing automatically, and second to teach it successfully. As supervisor, I try to do something every day to add to my arguments, that will strengthen them. I approach this subject of the teachers' proficiency from every possible viewpoint. I emphasize the fact, first, that the teacher cannot teach that which she does not know. Her work, which is drudgery when she does not sufficiently understand it to present it with force and ease, becomes a pleasure and a joy when she has familiarized herself with all the details of it and can arouse the interest and enthusiasm of her pupils to such a degree that the penmanship period is hailed with delight.

"There is a crying need for penmanship specialists, and there are splendid opportunities for the advancement of such teachers. I heard a superintendent in an important city say that the waste-basket received more than half of the applications of teachers because their writing was so poor. I wonder if teachers who are not willing to spend a little time qualifying in practical writing would want their brothers, their sisters or their sons and daughters trained by a teacher who was unwilling to grasp her opportunities in this as well as other subjects. The teacher whose pupils become proficient in practical writing is a shining mark who is looked upon with favor by the superintendent and members of the school board and by parents, but the inability to obtain good results in penmanship brings adverse criticism, always."

Penmanship to Be a Requisite in Normal Schools in Michigan

From the Marquette (Mich.) Journal, March 30.

At a recent session of the State Board of Education it was decided that a required course of penmanship should be established in the normal schools of the state, beginning July 1, 1914. It is specified that no student shall be exempted from the course unless he has attained to good penmanship prior to entering the normal schools.

President Kaye, of the Northern State Normal School, is at present out of the city, and as far as can be learned from other sources no official notice of the action has as yet been received at the Marquette institution, although it is likely that Mr. Kaye was notified of the action at the January meeting of the state board.

Penmanship is not now one of the required subjects in the curriculum of the Northern State Normal School, and, in fact, has never been taught there as a distinct subject. In the training department the Palmer method is taught, and of course the students of the Normal department become familiar with this system of penmanship through their connections with the grades.

It is also announced that a new course of penmanship for the district schools in the state is being arranged by Superintendent F. L. Keeler. Unusual stress has been laid on this particular branch in many cities of the state, and the action of Mr. Keeler will now make the movement statewide. There is no doubt but that he will be heartily backed

in his action by the businessmen of every community in Michigan. The poor grade of penmanship generally prevalent among the graduates of state schools in the past has come in for a great deal of criticism from the business people. Many of the students taken into business houses after leaving the schools are practically worthless for all clerical work because of their bad handwriting. It is now planned, however, to relieve this phase of education of the opprobrium which rested on it, and make the average penmanship a credit to the school system of the state.

"Enjoying" Muscular Movement Practice in Olathe, Kans.

By Karl Tromm, Supervisor at Huron (S. D.) College

When we took up the muscular movement at Olathe, Kans., last year the pupils when they met me on the streets would hold their left hands under the large muscle of the right arm, and practise the muscular movement. One Saturday morning as I went to the High School Building I met a boy who was raking the foliage together to be burned. When he saw me he said, "Good morning Mr. —, see what I am doing; don't like this near as well as writing muscular movement." Just across the street I saw another boy about ten years old; when he saw me he said, "I am cleaning house to-day; don't like it near as well as writing muscular movement." These pupils were not making any fun, but were in earnest about it. These pupils made a wonderful improvement in their writing. One pupil would try to overshadow the other while practising. If the supervisor has such an enthusiasm in his class rooms, and knows the basic principles of penmanship, they are bound to succeed regardless of what the grade teacher will do.

The teachers of Olathe were very anxious to take the penmanship course, and were very glad, so they told me, that they had an opportunity of improving their penmanship. Before they took up this work they dreaded when the penmanship period came, because they did not know what to teach. After they had practised about a month they enjoyed teaching penmanship, although they were not thoroughly familiar with the principles of penmanship. Some of them were not able to attend every class, but made great sacrifices for the period whenever possible. I believe all other teachers of the grade pupils feel the same way.

Teaching Muscular Movement in First and Second Grades

By Elisabeth M. Johnson, Sturgeon Bay, Mich.

I have a feeling that penmanship is a subject best taught by one who is very familiar with the handling of the subject, who knows in each case what is best, who can "see," who is a good penman himself, who can demonstrate what he is teaching, and who believes that he has a big subject to handle, and can make everyone around him feel the bigness of it and so secure complete co-operation.

From the first grade to the eighth, penmanship should be planned as carefully and thoroughly as any other subject, so that the training may be progressive. Each grade should be a stepping-stone to the next. In the first lesson of the first grade, habit formation begins, and I find that if wrong habits of posture and movement are allowed in that grade, when the time does come for the child to unlearn these and become accustomed to the right, he is retarded and never becomes so proficient as those who have had teachers in the first and second grades who required correct postures and movement.

In the first grade, success depends, of course, largely on the skill of the teacher to tell the little folks just what they are to do, and how to do it, in a way interesting to a child. The teacher must know beforehand what she is to try to accomplish, and what "muscular movement" is. This is a thing which all teachers of penmanship should know. With the right work done I know that first graders can get correct posture, and movement on ovals and slant drills; also they can take up some of the simple letter forms and learn to write them in simple words. Of course, one thing follows the other, and for that reason, after they can sit in the right position and know how to apply movement to oval and slant drills, they should be led to begin to apply their knowledge to writing letters and words.

In the second grade, work, of course, is a little easier. The children are older, and the muscular movement foundation has been laid, but they should still be kept under the same careful supervision. First grade work should be reviewed. Movement will improve rapidly and new work can be done with added drills like small o, on the capital letters, on words and easy sentences. The wise teacher will know how to arrange these. I find that little folks like variety, and yet the same thing must be done over and over again (for example the oval drill), but there are a hundred ways to make even a commonplace thing interesting if a person only has the love and will to think them out. As holds good in any grade, all new forms taken up must first be studied from board illustrations and better by far from manuals.

Under skilled teachers children should, by the time the third grade is reached, be able to use muscular movement in all their penmanship.

The American Penman's Sworn Statement

Statement of ownership, management, etc., of The American Penman, published monthly at New York required by the Act of Congress of August 24, 1912.

Note—This statement is to be made in duplicate, both copies to be delivered by the publisher to the Postmaster, who will send one copy to the Third Assistant Postmaster General (Division of Classification, Washington, D. C., and retain the other in the files of the Post Office.)

EDITOR—A. N. Palmer, 30 Irving Place, New York, N. Y.

MANAGING EDITOR—Philip R. Dillon, 30 Irving Place, New York, N. Y.

BUSINESS MANAGER—C. J. Newcomb, 30 Irving Place, New York, N. Y.

PUBLISHER—The A. N. Palmer Co. (a corporation), 30 Irving Place, New York, N. Y.

OWNERS—"If a corporation give names and addresses of stockholders holding 1 per cent or more of total amount of stock."

A. N. Palmer, 30 Irving Place, New York, N. Y.

S. W. Palmer, 30 Irving Place, New York, N. Y.

Philip R. Dillon, 30 Irving Place, New York, N. Y.

William L. Nolan, 100 Boylston Street, Boston, Mass.

There are no bonds, mortgages or other securities outstanding against the A. N. Palmer Co.

(Signed) C. J. NEWCOMB, Business Manager.
Sworn to and subscribed before me this 21st day of March, 1914.

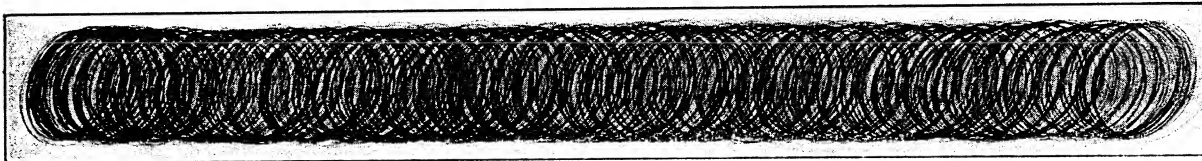
Irene Griffin, Notary Public—No. 1404.
(Commission expires March, 1915.)

Specimens "Before and After" by Maud H. Peet, State Normal School, Bloomsburg, Pa.

We have frequently referred to the remarkable progress in muscular movement penmanship made by pupils who have studied penmanship in the State Normal School at Bloomsburg, Pa., under the direction of Mr. A. B. Black. The above is a very good concrete example of the usual improvement made by pupils of this school whose mental attitudes toward the subject of muscular movement writing is just right.

The first specimen in the form of a quotation from Jeremy Taylor is much better than the average vertical writing, but it lacks uniformity and was apparently the result of spasmodic movement. The other specimen is an example of muscular movement writing that would do credit to the average professional and we regret that our engraver could not do justice to it.

*"Confidence imparts a wonderful inspiration to its possessor."
Jeremy Taylor.*



Plan your work ahead and then stick to it—rain or shine. Don't waste sympathy on yourself. If you are a gem someone will find you

*Maud H. Peet.
Dalton, Pa.*

Concrete Results by Enthusiastic Teachers

By F. O. Pinks, Supervisor, Erie, Pa.

Some time ago I taught penmanship in an Evening High School that held two-hour sessions on three evenings a week, the term lasting five months. I taught in six rooms, spending twenty minutes in each.

In one of these rooms, four students won the Palmer Method Award, six more were about ready to begin their examinations for it, and all the others made wonderful improvement. They had never before studied muscular movement writing.

In the other rooms no improvement was made, despite the fact that so far as enthusiasm, application and methods were concerned, I worked impartially in each.

But there was in charge of the one room a teacher who took so keen an interest in the subject that she joined the class each night. Furthermore, she insisted upon Writing

Period Methods being used in *all written work*, including even arithmetic. As a result, the Right Methods, being used constantly, soon became habitual; and the wrong methods, not being used at all, were soon forgotten.

The teachers in the other rooms, as well as the principal, thought penmanship entirely too trivial to merit any of their dignified attention, and as a result, correct methods were used during only twenty minutes each evening, leaving an hour and forty minutes for the wrong methods to become more firmly fixed as habits.

This proves conclusively to my mind that without thoughtful, intelligent and enthusiastic co-operation on the part of the teachers, a supervisor cannot teach penmanship successfully—even in one building.

A good critic to criticize carefully their practice pages, and a corps of teachers eager to learn and to instruct, can accomplish more in the way of practical writing, than can one supervisor and ninety-nine assistants if the teachers under their charge are indifferent.

Written by Miss Ruth Newhard, Pupil of Geo. W. Zimmerman Allentown, Pa. High School.

This is a specimen of my best business writing as taught in the Commercial Department of the Allentown High School by G. W. Zimmerman.

Written by J. Art Laroche (age 15 years), Sutton, Province of Quebec, Canada.

*Thou art the Angel of the pool that sleeps,
While peace and joy lie hidden in its deep
Waiting thy touch to make the waters roll
In healing murmurs round the weary soul.*

1 min. 40 sec.

Signatures by F. O. Anderson, Ottumwa, Iowa.

F. O. Anderson

Success

D. P. Pinks

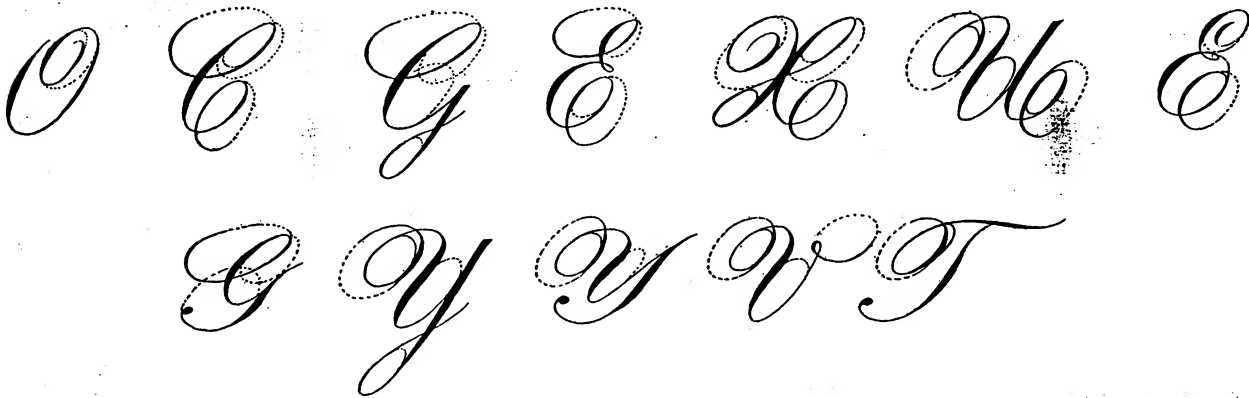


Formation and Analogy of the Capitals

By Joseph Galterio, New York—SEVENTH ARTICLE

THE curves composing all capital letters, if continued around, must form an ellipse as indicated by the dotted lines. When all the curves which form the capital are

part of the ellipse, then the capital is well made. The student must carefully observe the above rules and continuously repeat them in practice to succeed in obtaining best results.



Ohio California Georgia
England Utica Texas
Virginia

Business Education at the Coming N. E. A. Convention

D. W. Springer, of Ann Arbor, Mich., secretary of the National Educational Association, in a preliminary announcement of a partial list of subjects to be discussed at the annual convention in St. Paul, July 4-11, states the following:

"The Department of Business Education will present in its first session the following topics: 'The Present Status of Business Education in America'; 'Do the Subjects of Our Business Curricula Really Afford a Vigorous and Satisfactory Intellectual Training'; 'Preparatory Educational Requirements for College Training in Business with Special Reference to the Articulation between the High School and the College Course'; 'The Value of College Training in Business to the Man of Affairs.' The round tables will occupy two sessions."

Ships One-Fifth of a Mile Long

At the last International Congress of Maritime Navigation it was predicted by practical men that, in 1950, the twenty largest ships on the Atlantic will have an average length of 1,100 feet, beam more than 100 feet and draught of nearly 40 feet.

More than 2,000 years ago, the Egyptian priests were using a "penny in the slot" machine practically identical in mechanism with the candy, chewing gum, etc., machines of to-day.

It is said that Archytas, an inventor living in Tarentum, a city of ancient Italy, about the year 349 B. C., constructed an automatic pigeon that would fly. So it is true that the idea of the airship is very old.

Writing in Primary Grades

By C. C. Lister—FIFTH ARTICLE



THE muscular movement drills—the straight line and compact oval drills—given in previous articles should be continued daily. Interest may be maintained by gradually perfecting these drills. In the first and second year grades every practice period should begin with a brief drill with the empty hand. Follow this with a brief drill, a minute perhaps, studying the position of the pencil, or penholder, and making *imaginary* straight lines or ovals with the dull end of the pencil, or the dry pen, running lightly on the paper. If the pupils are sup-

plied with copies, they should trace the copies lightly preparatory to making them on paper. It requires time to master these movement drills, but until they can be made freely and fairly, accurately or regularly, very little need be expected in the way of letter formation on paper.

plied with copies, they should trace the copies lightly preparatory to making them on paper. It requires time to master these movement drills, but until they can be made freely and fairly, accurately or regularly, very little need be expected in the way of letter formation on paper.

Movement drills, in order to be of value must

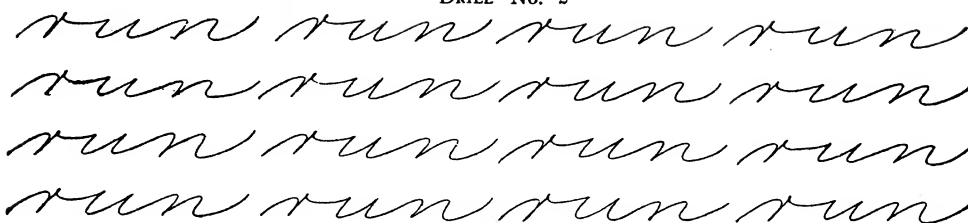
steps will furnish a new incentive for more practice on the drills; and if there is a definite aim in all practice on the movement drills, not only will more skill be developed, but the minds will be disciplined for better work when writing is attempted.

The first word given for practice this month is "run," as shown in illustrations Nos. 1 and 2. The new letter is "r." The parts of the r have been practised in previous lessons. The first stroke is "over," which was given in the first article—December number—and the last part, which is "swing," was practised in finishing the small o. Show the class that "over" stops at the base line and "swing" begins at the top. Therefore it is necessary to push "up" to unite the two. The motion then is "over up, swing." "Over up" should be made with one swift movement, and a stop should

DRILL No. 1



DRILL No. 2



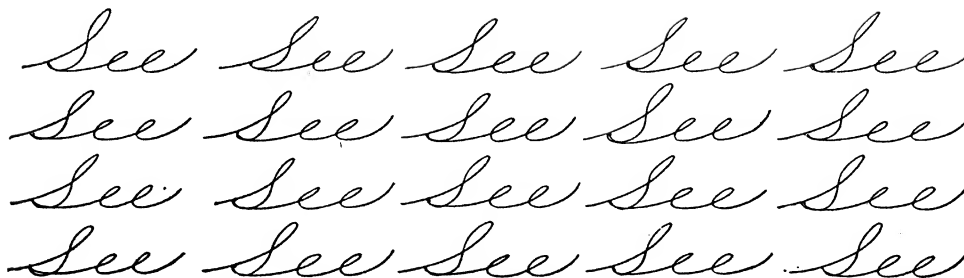
be made at the top before making the swing, as indicated by the comma. It would be well to make "over up, swing," and repeat it many times at the blackboard to get the "swing of it" before writing the word "run," which furnishes more practice in uniting the under and over motions given last month

be practised over and over until they can be made easily and well. Direct attention to one thing at a time. First work for correct position and correct time; second, correct position, time and correct *direction*, or slant, (to and from the center of the body, the line of vision); third, all the foregoing and lightness of lines; and fourth, the ability to keep the lines close together. Each of the foregoing

DRILL No. 3



DRILL No. 4



The description of "run" is "over up, swing under over over." The entire word should be made with a quick movement with the exception of the check in the motion at the top of the r, just before the swing. Illustration No. 1 is for study and practice at the blackboard, and Illustration No. 2 is for study and practice at the desk. Supplementary words: rose, room. In teaching the capital S and the word "See," as

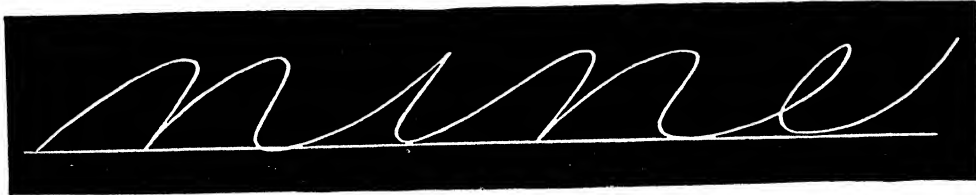
DRILL No. 5

See me run See me
See me run See me
See me run See me
See me run See me
See me run See me

The little sentence shown in Illustration No. 5 gives practice in writing and arranging properly three words previously practised. Call special attention to the spacing between the words. It is advisable to help the class begin the writing of this sentence by saying just what the children must think as they write each word. As an example, they must think "up round back e-e" (See), "over over over round up" (me), "over up, swing under under

shown in Illustration Nos. 3 and 4, show the class that the capital S is like the small s, previously practised, except that it is larger and has a "round" top instead of a "pointed" top. It is almost like a small s with a small e on top of it. Make clear that in making the capital S the pupils must start at the base-line (see the copy), move upward, but much

DRILL No. 6



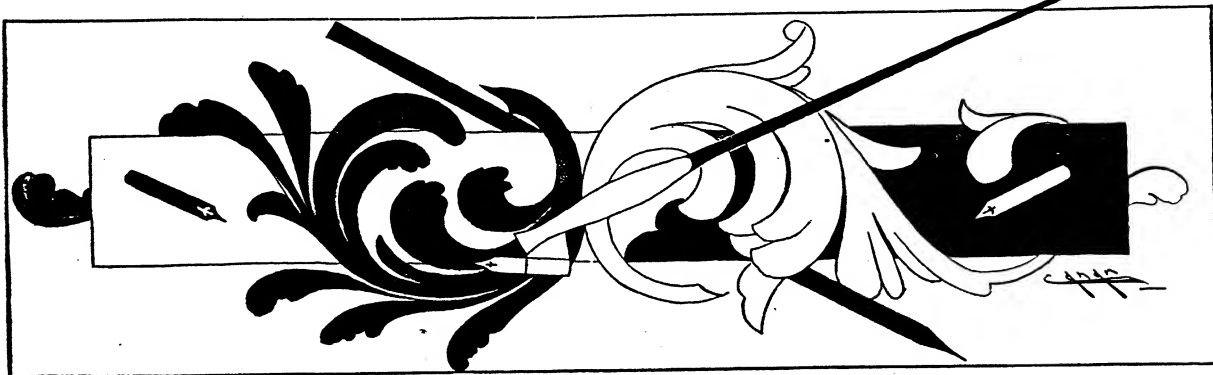
DRILL No. 7

nine nine nine
nine nine nine
nine nine nine
nine nine nine

over over" (run). After describing their movements through a few sentences they should be required to finish the page alone. This sentence could be practised frequently with profit, both at the blackboard and at the desk.

The word "nine," shown in Illustrations Nos. 6 and 7, is given as a review word. It is made up of movements previously practised, and furnishes practice in changing from "over" motion to "under" motion, and back again. It also furnishes practice in distinguishing between the small i, which should be pointed at the top, and the small e, which should always be a loop—that is, it shows an open space in the top. Attention should be directed to the starting point of the word and to the ending point. It is suggested that pupils be drilled in writing this word while the teacher spells it, as "n-i-n-e, n-i-n-e," over and over many times. It should be used as a drill frequently. Skill in writing is a result of much practice on a few carefully selected drills, rather than superficial practice on many drills. See that the two n's have "over turns" in the tops, that the i is angular, that the e is round at the top, and that the ending stroke swings up. Practise on the word "nine" should be continued until the children can write it approximately well at the rate of about twenty words in a minute.

higher than when making the small s; must make it round at the top, just like the small e, and swing back under to the upward line. Describe the capital S by saying "up, round back." It would be a good plan to practise it freely at the board before attempting to write it with the muscular movement at the desk. It is best to have the children complete the single S definitely at the upward line, even if they make a dot. When writing the word, it will be easy to swing to the next letter from the dot without lifting the pen. The complete word should be described by saying "up round back, up round up round up," or "up round back, e-e," or "Capital S-e-e." Probably by the time pupils reach this lesson they will be able to make most of the letters they have practised without the description or other mnemonic assistance and it will only be necessary to name the letters (spell the word) to mark the time.



Atlantic City Convention of the E. C. T. A.

Officers Elected for 1914-1915

President, J. E. Fuller, Goldey College, Wilmington, Del.

Vice-President, G. P. Eckels, Brushton High School, Pittsburgh, Pa.

Secretary, D. A. McMillan, Central High School, Newark, N. J.

Treasurer, L. B. Mathias, Bridgeport (Conn.) High School.

Member of Executive Committee, Horace G. Healey, High School of Commerce, New York.

Next Convention to Be Held in New York City

The seventeenth annual convention of the Eastern Commercial Teachers' Association, at the Royal Palace Hotel, Atlantic City, N. J., opened with one of the largest bodies in attendance in its history. There were registered 362 members. Teachers from the Eastern states and many of the Middle Western states began to congregate in the lobby of the Royal Palace Hotel about 10 a. m. on April 9th. Representatives of the typewriter, pen and pencil concerns, and the penmanship and shorthand publishing companies, were on the ground in force. Aside from the discussions in the convention hall, it was evident that the teachers and schoolmen derived much benefit from the social intercourse.

bership receipts instead of a stated salary as at present, that President Woodrow Wilson, as a fitting recognition of his distinguished career as an educator, be elected an honorary member of the association.

E. H. Gilman, of the Yawman & Erbe Manufacturing Company, Rochester, N. Y., next held the attention of the association with a stereopticon lecture on filing and record-keeping systems. With the aid of illustrations thrown on the screen, he explained filing systems, loose leaf, vertical, etc., how mail was handled from the time it entered a large business office until it was properly filed. This closed the program for the afternoon.

The reception to officers and members began at 8:30 o'clock Thursday evening in the Casino, followed by a grand march, led by President and Mrs. John E. Gill. After the grand march the orchestra played a program of modern dances and most of the members and their guests gracefully and gratefully threw themselves into the spirit of the dance until 11 o'clock, when refreshments were served to all. This was a new and delightful feature of conventions, provided through the courtesy of the Remington Typewriter Company, represented by the popular ambassador, H. C. Spillman.

Friday Morning Session Opened by Penmanship Experts

The penmanship fest scheduled for 8:30 Friday morning



PRESIDENT,
J. E. FULLER



VICE-PRESIDENT,
G. P. ECKELS



SECRETARY,
D. A. McMILLAN



TREASURER,
L. B. MATHIAS



MEMBER OF EXECUTIVE
COMMITTEE,
HORACE G. HEALEY

Old acquaintances were renewed, new ones made, and the fraternal spirit was everywhere manifested.

Opening Session

The program began early on Thursday afternoon with a prayer by Rev. Dr. Mellen, followed by Hon. William Riddle, mayor of Atlantic City, with an address of welcome. He spoke of the value of a commercial education and said that stenography plus being useful was the gateway to success. Himself now reputed to be worth more than one million dollars and had only a first division grammar school education. He lost large sums of money in his early days because he did not know the essence of agreement and that contracts should be made in writing, believes that essential and important subjects should be taught in the lower grades.

E. E. Gaylord, director of the commercial department, Beverly (Mass.) High School, made the response on behalf of the association. John E. Gill, president of the E. C. T. A. for 1913-1914, began his annual address with scarcely an empty seat in the large auditorium. He gave much good advice to private school teachers; said it was a crime for any vocational school to be wilfully indiscriminate in its quest of the business; had no patience with the school proprietor whose only purpose was "students, students!" "Not the scrapheap of youth should be our field of endeavor, but the cultivated acres of intelligence and possibility"; asked how many were waging as strong an advertising and soliciting campaign for the enrollment of high school and college graduates as for the flunks of the grammar grades; he recommended changes in the constitution of the association, that the treasurer should be paid a commission on mem-

opened a little late. E. H. Fisher presided in place of F. P. Taylor, of the executive committee, who was prevented from attending by sickness. W. J. Trainor was the first speaker. His penmanship hobby is "Enthusiasm."

Mr. Trainor was followed by R. S. Collins, whose hobby is "Legibility," which he considers the most essential thing in penmanship. Mr. Collins illustrated his talk with a chart on which were many styles of letters. He also exhibited a chart which contained what he considered twenty important points in penmanship.

R. G. Laird, Boston, Mass., spoke of pupils, deformities, bad eyes, etc. He said that one of the greatest difficulties in securing results in penmanship was lack of interest by pupils. It is the first duty of the teacher to overcome this. Mr. Laird illustrated the use of paper for penmanship practice ruled in small squares.

Following Mr. Laird was S. E. Bartow, of A. N. Palmer Company, New York City. Mr. Bartow spoke of penmanship as his life-work; he told of work he is now doing, and the results accomplished in the primary grades of New York City and vicinity.

After the penmen came W. P. Steinhauser, Asbury Park, N. J., who spoke of his hobby as "The Training of Grade School Teachers." Mr. Steinhauser deplored the fact that normal schools do not teach good penmanship.

"Abolishment of Home Study in Public Schools, and the Applicability of this Plan to Private Schools," was the subject very ably treated by William Wiener, principal of the Central High School, Newark, N. J. He asserted that it was tyranny to impose extra work on the child outside of school hours, and spoke of the success of the abolishment

of home study, which is an experiment now being made in Newark, N. J., for two years with sixteen hundred pupils. He declared that the child is the most important asset of any community, that the school is the educational workshop, and all work should be done in the school; that home study was a menace to health and a loss of family associations; that sex hygiene should be taught at home. Since the operation of this plan in the Newark schools there has been seventy-five per cent promotions on all subjects.

Following Mr. Wiener was a short discussion of the home study subject by Mr. E. E. Kent and others.

"How to Assist Teachers of English and Other Subjects to Improve the Writing of their Pupils by Means of Criticism and Suggestion," was the subject taken by C. P. Zaner, editor *Business Educator*, Columbus, O. Mr. Zaner deplored the fact that high school teachers were not able to help pupils in penmanship and in other subjects because they had not the training. He spoke on the uniform size, slant and spacing of letters and illustrated his remarks with copies and illustrations on the blackboard. F. B. Moore, Rider-Moore & Stewart School, Trenton, N. J., discussed this subject after Mr. Zaner. In breaking in teachers, Mr. Moore finds it very hard to secure the teacher who can qualify in penmanship. He insists on the best penmanship in all work from his pupils on all subjects, explained how he corrects and criticizes papers of students on all subjects. Following Mr. Moore was a general discussion of penmanship.

A symposium dealing with the following night school topics was next on the program: No. 1, "How do you fit the beginner who starts in the middle of the term into your night school plan?" No. 2, "How much time do you give the student on bookkeeping, how much on shorthand, how much on typewriting?" No. 3, "What subjects do you teach in addition to the foregoing and to what extent?" These subjects were carefully and ably treated by the following speakers: Sherman Estey, Merchants and Bankers School, New York City; John Cogler, Coleman's National Business College, Newark, N. J.; W. H. Patrick, York's Business School, York, Pa.

The president then called on W. C. Locker, Principal of the Commercial Department and Supervisor of Penmanship, Richmond, Va., who was in attendance to explain his success in night school work in his city. Mr. Locker spoke on work in night schools in Richmond, Va., where seventeen hundred pupils were in attendance. He told the story vividly of how he "broke" into commercial school work; how he accepted a position though not being familiar with the subjects he had to teach. His address made a strong impression on the assemblage. This closed the Friday morning session.

Friday Afternoon

The afternoon session opened at 2.50 with "What an Office-Girl Should Know Besides Shorthand and Typewriting," by Miss Sadie Zeigler, Rider-Moore & Stewart School, Trenton, N. J. Miss Zeigler said that the dress of the worker should correspond with the work, that courtesy and tact are two very desirable assets, that the pleasant smile is next to technical skill. The office girls should have initiative to go ahead without being told, must read good literature, must not discuss private business with her friends. Discussion was led by B. C. Wolf, of the Employment Department and Instruction Department, Curtis Publishing Company, Philadelphia. Mr. Wolf stated that it was hard to get good stenographers and that the day of the all-around office girl or man is over. They must be good at one thing, must specialize. The question of natural fitness should be taken up at school and not in the business office. Stenographers must take an interest in the business, that energy must be conserved and controlled, that the commercial teachers and school men should cooperate with the business men by equipping students to meet the needs of the employers.

After a recess of five minutes a discussion was opened by E. H. Eldridge on Mr. Wolf's talk. Mr. Eldridge asked if the Curtis Publishing Company paid enough to get good stenographers. Mr. Wolf answered that the stenographers and typists in the office of the Curtis Publishing Company determined their own salary. They were paid by the square inch and received a bonus for all work done over the standard set for a day's work. Then followed a general discussion of the foregoing subject.

Symposiums

On the symposium subject, "My Hobby in Teaching Book-

keeping," E. E. Gaylord, Beverly (Mass.) High School, was the first speaker. Mr. Gaylord illustrated on the blackboard his classification of accounts. He divided them into four classes: Resource and liability, loss and gain accounts.

Atlee Percy, Bank's Business College, Philadelphia, stated that it was not so much the lack of general knowledge of bookkeeping, but lack of general business information that made the failures, that teachers should develop business sense in bookkeeping students and that all business forms should be explained thoroughly.

E. H. Norman, Baltimore Business College, Baltimore, Md., has no hobby of his own but would discuss the hobbies of others. He discussed the slate or skeleton ledger, journal method, all-book method, systems of bookkeeping.

G. P. Eckels, Brushton High School, Pittsburgh, Pa., said that the first and greatest essential in bookkeeping is accuracy. He believes that students should learn to do by doing, insists on good penmanship in all work from the pupils.

Discussing "My Hobby in Teaching Shorthand," Charles Reigner, Ralston High School, Pittsburgh, Pa., outlined a plan of procedure in the shorthand class. His classes take up and study carefully different lines of business. Each line is taken separately and studied thoroughly.

Secretary T. E. Lakey read the paper assigned to C. D. Dumbauld, of Middletown (N. Y.) High School.

H. G. Healey, editor of the *Business Journal*, New York City, said that he believed that the first essential in the study of shorthand was the definiteness of purpose. He discussed shorthand as an entering wedge into the business world and shorthand and typewriting as a profession. Following this was a short general discussion, which closed the afternoon session.

The Banquet

At 7.30 o'clock on Friday evening the members and guests sat down for the seventeenth annual banquet. Covers were laid in the Casino, and not in the regular hotel dining-room, an arrangement which was appreciated, because the dinner service began nearly on time. Here is the excellent banquet card:

MENU

	Absecon Salt Oysters	
	Chicken a la Reine	
Celery		Olives
	Baked Delaware River Shad	
	Potatoes Julienne	
	Lobster Cutlets aux Petit Pois	
	Maraschino Punch	
	Roast Capon, English Filling	
Mashed Potatoes		Currant Jelly
	Asparagus, Vinaigrette	
Macaroons	Fresh Strawberry Ice Cream	Kisses
	Eclairs	
	Café Noir	

After coffee was served President Gill introduced Calvin O. Althouse, of the Central High School, Philadelphia, Pa., as toastmaster. Mr. Althouse held the attention of the diners for a short time with some very witty stories. Hon. George L. Record, member of the Public Utility Commission of New Jersey, being unable to attend, R. H. Peck, president of Brown's Business Colleges, St. Louis, Mo., and also president of the National Commercial Teachers' Federation, was invited to address the association. Mr. Peck discussed co-operation. He said large things were done in a large way as the result of co-operation. Associations should work together to put business education properly before the minds of the public. They must work together to educate the public. The essence of success in teaching is in the heart rather than in the head. He extended a cordial invita-

tion to all to come to the next meeting of the National Commercial Teachers' Federation, which will be held in Chicago during the Christmas holidays. Mr. Peck's address was very well received and his strong personality made quite an impression on the Eastern Commercial Teachers.

The next speaker was Prof. Francis H. Green, of the West Chester (Pa.) Normal School, who entertained the members with his wit and rapid-fire conversation. He uncorked a large fund of clever and humorous stories that kept the diners in almost continuous laughter for thirty minutes. Turning serious, he spoke of four mathematical problems: "Add to your present supply of knowledge, subtract all vice from your nature, multiply your virtues and divide your time and blessings with others." He told the members that along with teaching boys and girls how to make a living, they should teach them how to live.

Judge John W. Westcott, attorney general of New Jersey, was the next speaker. He said, "We are all teachers, we are all students." Teaching is a serious business. There are two sorts of teachers. First, a class of teachers who are routine and perfunctory. He likened them to the horse in the treadmill. Second, teachers who are not only efficient and accurate, but who have enthusiasm, earnestness and love. He said the greatest teacher in the world was a carpenter who was born in the manger. Mr. Althouse closed the program with a short address.

Saturday Morning

The Saturday morning session was called to order by President Gill at 10.50, a large number of the teachers having attended a special high school meeting in the auditorium of the Atlantic City High School, where M. H. Bigelow gave a laboratory demonstration of methods in bookkeeping, earlier in the morning.

Aaron S. Longacre, of the West Philadelphia High School for Boys, Philadelphia, Pa., was the first speaker on the symposium subject, "My Hobby in Teaching Typewriting." He said that he did not believe in allowing pupils to use

the eraser and explained his method of correcting pupils' typewriting practice papers.

D. W. Frazier, Drake Business College, Passaic, N. J., speaking next, said that he divided his typewriting classes into three departments—beginners, intermediate and advanced, and that his pupils worked under the watch continually.

Edward H. Eldridge, director of the Department of Secretarial Studies, Simmons College, Boston Mass., said that he had no hobby in typewriting and then proceeded to discuss it. He said that typewriting teachers are harder to get than other commercial teachers. Teachers should conduct class exercises in typewriting. Successful typewriting teachers should devote their entire time to typewriting and not combine other subjects.

The program next called for "The Inception and Early Struggles of the Business College," by Mr. L. L. Williams, of L. L. Williams Commercial School, Rochester, N. Y. Word was received from Mr. Williams that he could not attend the meeting on account of the illness of Mrs. Williams.

Another symposium followed—"Pitfalls of the Beginners in Commercial Teaching." Court F. Wood, Wood's Commercial School, Washington, D. C., was the first speaker. He said that the greatest pitfall of the beginner in commercial teaching was the failure of the teacher to impress on his class his knowledge of the subject.

William E. Douglass, president, Goldey College, Wilmington, Del., was the next speaker in this symposium. He said that unpreparedness, tactlessness, irritability, familiarity and susceptibility were all pitfalls of the beginner in commercial teaching. Many young commercial teachers are over confident. Teachers should be ready, alert, and know what they are trying to teach. They should not argue things with angry students before the class.

Questionnaires and Answers

F. E. Lakey next discussed the answers to a questionnaire sent out by the Boston Chamber of Commerce. These questions were asked of various large business houses in regard

Group of One Half the Members—The Photographer Stood Upon the Veranda of the Hotel, Facing the Ocean



to the proper amount of training they required of their office help. In the answers to these questions the demand for good penmanship came first. Employers wanted strong penmanship, easily and rapid letter writing, and legible. Next, spelling; third, arithmetic; fourth, geography. The answers also revealed the fact that sales people have better opportunities than bookkeepers, that little transfer from the office to the sales force is made, that schools do not train for salesmanship, that business men do not believe in the half-time plan.

J. E. Fuller, secretary of the executive committee, Goldey College, Wilmington, Del., and president of the E. C. T. A. for 1914-1915, discussed presentation of summary of answers to the following six questions propounded by the executive committee to represent business houses in various Eastern cities:

1. What percentage of your office help has been specially trained in either a private or a public commercial school?
2. What, besides the technical skill in the bookkeeping and shorthand subjects, do you value most in your office help?
3. Would a knowledge of stenography make your bookkeepers more valuable to you?
4. Would a knowledge of bookkeeping make your stenographers more valuable to you?
5. What are the shortcomings, if any, that you observe in your employees coming directly from the public and private commercial schools, and to what do you attribute these defects?
6. Do you subject your beginners to a test of efficiency? If so, what do you include in such test?

The answer to the first question showed that 65 per cent had been thus trained. Many varying answers came to the second question. In a total of 44 firms, 13 desired good penmanship, 9 good English, 8 mathematics, 2 rapid addition, 5 general education, 2 correspondence. Answers referring to many other subjects were received such as personality, good character, good nature, etc.

In answer to the third question, 28 were received in the affirmative, and 47 in the negative.

In answer to the fourth question, 62 were received to the affirmative and 27 to the negative. Among the large number of answers to the fifth question were the following, weakness in spelling, 20; weakness in English, 24; weakness in penmanship, 14; lack of training in mathematics, 15; lack of training in confidence, 9; lack of general education, 11.

In answer to the sixth question, 34 firms do not test; 19 give a trial; 4 give tests; 13 give tests in dictation and transcript; 9 give tests in penmanship; 7 tests in accuracy and speed; 3 tests in typewriting. This closed the program.

Business Meeting

The nominating committee was composed of the following: Dr. J. F. Forbes, chairman; Mrs. M. L. Wiener, T. G. O'Brien, L. C. McCann, A. J. Meredith, N. M. Stone, R. G. Laird. This committee reported the following nominations for officers for the year 1914-1915: President, J. E. Fuller; vice-president, G. P. Eckels; secretary, D. A. McMillan; treasurer, L. B. Mathias; member of the executive committee, Horace G. Healey, High School of Commerce, New York City.

The officers were quickly elected, the secretary, on motion, having been directed to cast one ballot in favor of all of them.

The executive committee, having received and considered invitations from various cities, chose New York City as a meeting place for 1915. There was some discussion at the business meeting in regard to the place chosen. Mr. W. P. Steinhäuser, Asbury Park, N. J., extended an invitation to come to Asbury Park for 1915. Several members objected to New York City as a meeting place as they believed with so many counter attractions they could not have a large attendance at the meetings. H. G. Healey spoke of the advantages of holding the convention in New York City and said that "we are all teachers of business and we should go to a place where business is done," that a trip to New York City would be very beneficial to all of the teachers and that a few hours spent in looking over the large industries in New York would be very much appreciated and highly instructive to all. As the action of the nominating committee could only

be rescinded by a two-thirds vote of the members present, New York was decided on as the meeting place for 1915.

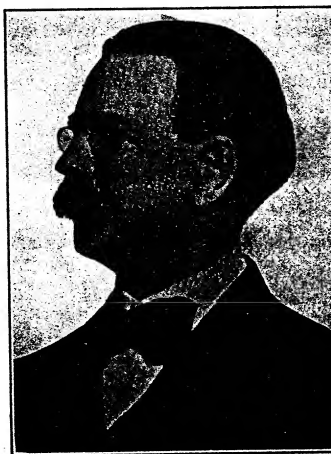
The convention adjourned at 2 o'clock in the afternoon.

[The above report of the convention was dictated, at Atlantic City, by C. J. Newcomb, of THE AMERICAN PENMAN staff, to the Stenotype operators, Miss Lytic Snoddy and Miss Fannie Schoenfeld, who were assisting H. B. Matthews, in charge of the Stenotype exhibit and demonstration. The notes were mailed to Indianapolis and New York. An operator in New York, who had not been at the convention, transcribed them on the typewriter and thus the managing editor of THE PENMAN quickly got excellent "copy."]

By G. E. Van Buskirk, Newark, N. J.



Death of a Prominent Educator and Penman



Henry Bailey Henkel, owner of the Springfield (Ill.) Business College, was stricken with apoplexy on February 25, and died next day. He was born in Harrison County, Ohio, sixty-two years ago, spent his early boyhood on a farm, graduated from the Jacksonville (Ill.) Business College when a young man, and devoted the balance of his life, forty years, to the profession of commercial education.

In the early 80's he took special courses in penmanship at the Spencian Business College in Cleveland, and with Soule, the engrosser, in Philadelphia. He then in 1885 bought a half interest in the Springfield Business College. In 1894 he became sole owner. Mr. Henkel was a member of the Private Commercial School Managers' Association, National Commercial Teachers' Federation, Stenotype Schools' Association, and National Association of Accredited Commercial Schools.

He is survived by his widow, who was Miss Elisabeth Corrine Freeman, of Jacksonville, Ill., and by his two sons, Dr. Herbert B. Henkel, of Springfield, and Myron F. Henkel, editor of *The Stenotypist*, at Indianapolis, Ind.

The American Penman.

Coming Convention of C. C. T. A. at Des Moines, Iowa

The Central Commercial Teachers' Association, holding its membership mostly in the Mississippi Valley and Great Lakes region, will hold its annual convention at Des Moines, Iowa, on May 7, 8 and 9. The following program, prepared by the executive committee, was written by Secretary Almon F. Gates:

Thursday, May 7, Savery Hotel

8:30 P. M.
Grand rally of the clans. \$50 fine and one year's imprisonment in your own office for not being present.

Friday, May 8

9:00 A. M.
Capital City Commercial College Auditorium.
Inspirational Address.....Hon. H. R. Pattengill, of Mich.

9:45 A. M.
Round-table Discussion.....W. N. Watson, Leader.
"Class Instruction vs. Individual Instruction in all Subjects."
Three-minute speeches by fifteen live wires.

10:45 A. M.
Institute Classes: Four classes meet at the same time—take your choice.
Pitmanic Shorthand.....Jerome B. Howard, Cincinnati.
Gregg Shorthand.....H. A. Hagar, Chicago.
Stenotypy.....W. S. Ireland, Indianapolis.
Bookkeeping.....J. A. Lyons, Chicago.

11:30 A. M.
Institute Classes: Two classes at the same time—take your choice.
Penmanship.....A. N. Palmer, New York City.
Typewriting.....To be supplied.

12:15 P. M.
Fraternal Luncheon at the Savery. Business Meeting.

2:00 P. M.
Inspirational Address.....Hon. H. R. Pattengill.

2:45 P. M.
Round-table Discussion.....C. T. Smith, Leader.
"The Teacher, His Qualifications, Physical, Mental, Moral."
Fifteen three-minutes speeches from fifteen people who know.

3:45 P. M.
Institute Classes:
Pitmanic Shorthand.....Jerome B. Howard, Cincinnati.
Gregg Shorthand.....H. A. Hagar, Chicago.
Stenotypy.....W. S. Ireland, Indianapolis.
Bookkeeping.....J. A. Lyons, Chicago.

4:30 P. M.
Institute Classes:
Penmanship.....A. N. Palmer, New York City.
Typewriting.....To be supplied.

6:30 P. M.
Association Supper at the Savery. Good feed. Good Fellowship.

8:30 P. M.
Address.....Hon. H. R. Pattengill.

Saturday, May 9

9:00 A. M.
Inspirational Address.....Hon. H. R. Pattengill.

9:45 A. M.
Round-table Discussion.....R. H. Peck, Leader.
"Graduation Requirements and Exercises."
Fifteen packages of dynamite, each with a three-minute fuse.

10:45 A. M.
Institute Classes:
Pitmanic Shorthand.....Jerome B. Howard, Cincinnati.
Gregg Shorthand.....H. A. Hagar, Chicago.
Stenotypy.....W. S. Ireland, Indianapolis.
Bookkeeping.....J. A. Lyons, Chicago.

11:30 A. M.
Institute Classes:
Penmanship.....A. N. Palmer, New York City.
Typewriting.....To be supplied.

12:15 P. M.
Fraternal Luncheon at the Savery. Business Meeting.

1:45 P. M.
Inspirational Address.....Hon. H. R. Pattengill.

2:30 P. M.
Round-table Discussion.....J. S. Knox, Leader
"The Value of Salesmanship and Business Efficiency in a Business Course."
Fifteen hot shots from fifteen men on the firing-line.

3:15 P. M.
Institute Classes:
Pitmanic Shorthand.....Jerome B. Howard, Cincinnati.
Gregg Shorthand.....H. A. Hagar, Chicago.
Stenotypy.....W. S. Ireland, Indianapolis.
Bookkeeping.....J. A. Lyons, Chicago.

4:00 P. M.
Institute Classes:
Penmanship.....A. N. Palmer, New York City.
Typewriting.....To be supplied.

Chairman Gates says it is the "most practical, most workable and most satisfactory convention program you ever saw." He advises all to write at once for hotel reservation, addressing B. F. Williams, the Capital City Commercial College, Des Moines, Iowa.

A Happy French Boy

Philippe Cote, a young student of New Bedford, Mass., recently received the Palmer Method Certificate, and was so full of joy that he wrote the following letter, which indicates that the French language is still used in his home.

The A. N. Palmer Co.
Not only you had
me smile but jump
with joy.
Oh! my mamma
was happy

Philippe Cote
1208 A. Cushman St.

CLASSIFIED

Under this heading, the charge is 4 cents per word. Copy must reach this office on or before the 10th of the month. Answers addressed to "Care of American Penman" will be forwarded only for advertisements of 30 words or more, or space of one-half inch (\$1.25) or more.

HELP WANTED

WANTED: MANAGERS, TEACHERS, solicitors and salesmen for our branch schools. Address, Williams Business College, Milwaukee, Wisconsin.

THREE MEN WANTED: ONE TRUTHFUL solicitor, who can get business; one all-round Bookkeeping, Gregg Shorthand, and Penmanship Teacher; One Normal and Academic Teacher. Accredited school. Fine Equipment. Good Salaries. Permanent. Only Experienced, high-class men of character need apply. Give full particulars, lowest salary, references, and photo in first letter. Address, "IOWA," care AMERICAN PENMAN.

WANTED: A HIGH-GRADE COMMERCIAL teacher, competent to take charge of a department. Must be a penman of ability. Excellent opportunity for the right party to be with one of the oldest and strongest schools financially, in the South. Address "SOUTHERN," care AMERICAN PENMAN.

WANTED—LADY TEACHER FOR CORRESPONDENCE School, competent to teach Gregg Shorthand and Bookkeeping. Must be a good stenographer and an expert penman—especially strong in penmanship. Good salary and permanent position, under ideal conditions, for the right person. Send photo and full information, which will be treated strictly confidential. Address "PACIFIC NORTHWEST," care of AMERICAN PENMAN.

SHORTHAND TEACHERS

wanted in each city to represent me in the sale of "The Stenographic Expert." Sells on sight. Double your income. Liberal terms. Sell the book to your graduates and to office stenographers. Send for sample pages and testimonials. Do it now! WILLARD E. BOTTOME, Official Stenographer, New York Supreme Court, 220 Broadway, New York.

\$65 TO \$150 MONTH PAID MEN AND women in U. S. Government positions. Life Jobs. Thousands of appointments coming during 1914. Common education sufficient. "Pull" unnecessary. Write today for free list of positions now available. FRANKLIN INSTITUTE, Dep't F 195, Rochester, N. Y.

POSITION WANTED

COMMERCIAL SCHOOL, ORGANIZER and builder desires opening with some up-to-date central or western college on or about June 5. Address, "EXPERIENCED," care AMERICAN PENMAN.

BOOKS

EVERY PENMAN, ENGRASSER, ARTIST and student should possess a copy of The Dennis Book. A truly wonderful and inspiring collection of the best work of this wizard of the pen, brush and quill. Bound in substantial cloth, \$2.00 prepaid. THE AMERICAN PENMAN, 30 Irving Place, New York.

PERSONAL

IF THIS SHOULD COME TO THE NOTICE of Belmont Gilliland, will he please send his address to a former penmanship pupil (Elmwood)?

E. W., 221 Balboa Bldg., San Francisco, Cal.

WANTED:—A GREGG-Stenotype Teacher for Partner. Must invest \$3,000 cash for half interest. Must be young man with good morals. City with 95,000 population, located in New York State. Very little competition. Only those who mean business need write. Address "STATE," care AMERICAN PENMAN.

WANTED—I have one thousand dollars (\$1,000) with eleven years' experience to invest in a good business college. What have you? Don't answer unless you have something good. R. H. JOHNSON, Tucumcari, N. Mex.

WANTED: MANAGER—A live Business College established 13 years, located in Central States, wishes a competent manager—one that can invest some. Present Manager retiring. Address "MANAGER," care AMERICAN PENMAN.

Free Panama-Pacific Handbook

The first official publication of the Panama-Pacific Exposition is ready and will be distributed by the Remington Typewriter Company. The intrusting of such a function to a private business house is a new departure in exposition management. This action has been decided upon by the Committee having the matter in charge, because the Remington Typewriter organization has its six hundred and fifty-eight offices.

The handbook is distributed free to those interested, and a copy may be obtained for the asking at any Remington office.

Isaac Pitman & Sons state that they recently shipped 1,000 copies of "Practical Course in Touch Typewriting" to the chief cities of China and Japan.

That teacher was not so very far wrong, who, after listening to a lecture to rural teachers for an hour and a half upon "Psychology," and being asked by the writer how she enjoyed the lecture, exclaimed, "Ain't it silly!"—*Westland Educator (Lisbon, N. D.).*

SCHOOL WANTED

WANTED—TO PURCHASE A BUSINESS and shorthand school in a city of not less than 25,000, within about 100 miles of New York City. Give all information in first communication, which will be held strictly confidential. Address "EARNEST," care AMERICAN PENMAN.

WANTED—TO BUY, SCHOOL in good territory in city not less than 25,000. Will pay cash. Correspondence strictly confidential. Address, E. E. Miller, 66 E. 4th Ave., Columbus, O.

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FOR SALE: A very thorough small Business College, established five years. Rich territory. Fine reputation. Very low rent. \$1,000 takes it. Another school requires entire time of owner. Write, if you mean business and want to get ahead for yourself. Address, "CENTRAL STATE," care of AMERICAN PENMAN.

BUSINESS COLLEGE IN LARGE WESTERN city for sale; price \$4,000, cash or part time; that just covers insurance on fixtures, etc.; doing fine business and gives the chance of a lifetime for some energetic, honorable person; have served my time and health demands that I retire; have other interests more important. For quick action address, "QUICK," care AMERICAN PENMAN.

FOR SALE—A well-established, prosperous Business College in the "livest," fastest growing city of 40,000 in the Southwest. Fine equipment, excellent reputation. Price very little above inventory. Fine opportunity for a "Live Wire" to get into business for himself. Address "SNAP," care American Penman.

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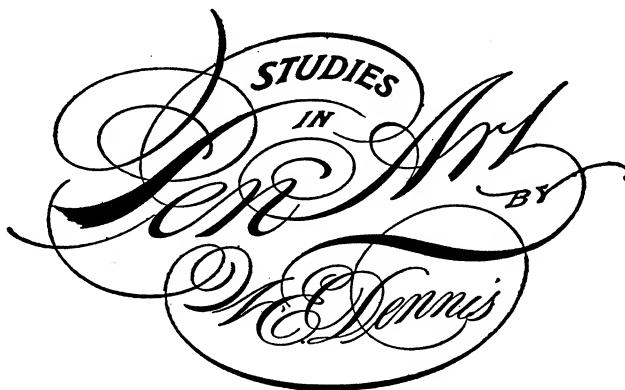
But if you really WANT to be fooled—well, there are others.

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By W. E. DENNIS

Mr. W. E. Dennis, Brooklyn, N. Y.

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"We are bringing up our boys and girls to ape the idle rich. We are bringing up a set of weaklings that never had a hard thing to do in their lives. It is the fault of parents if girls wear immodest dresses. The best way to check the increase in juvenile delinquency and crime is to revert to good old-fashioned whippings."—*Miss Virginia Pease, principal Polytechnic Elementary School, Pasadena, before Parent-Teacher Association.—From Sierra Educational News.*

C. B. Boland, of Calhoun City, Miss., who, for the past two years, has had charge of the penmanship and telegraphy department of the Hugo Business Col-



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lege, Hugo, Okla., has accepted a position as teacher of penmanship in the Mississippi Normal College, Hattiesburg, Miss., beginning June 1st.

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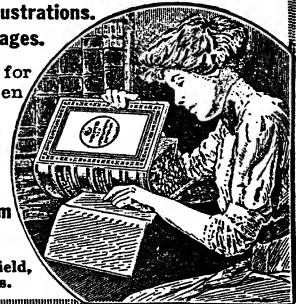
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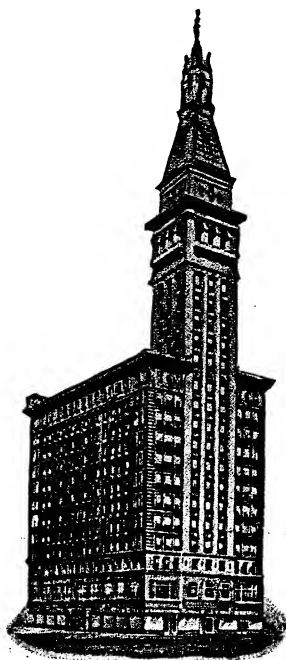
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GREGG School has been characterized as "the handsomest commercial school in America"—but in its new quarters even that superlative description is eclipsed. The entire tenth floor of the magnificent Tower Building, corner Madison Street and Michigan Avenue, has been leased for a period of years, the consideration, in addition to the cost of reconstructing, partitioning and equipping the immense floor, being \$120,000.

The Tower Building is one of the best-known buildings in the country. All who have visited Chicago will remember it as the Montgomery Ward Building overlooking Michigan Avenue and Lake Michigan. Every year thousands of visitors from all parts of the country have ascended to the tower from which they could get a greater view of Chicago than from any other point in the city. The Tower was one of the "show" places in Chicago; Gregg School now becomes one of the show places.

The new home has been furnished in a manner befitting the headquarters of the system. New and beautiful furniture, the most up-to-date office and classroom equipment, an abundance of light, the large, lake-breeze-swept rooms, freedom from the noise of rumbling elevated trains and vehicular traffic, every convenience for the comfort of students and teachers, a magnificent view of Lake Michigan, give Gregg School an ideal environment in which to study the advanced teaching methods that have made the school famous throughout the world.

Teachers' Course GREGG SCHOOL

*Summer Normal Session
June 29—August 7*

THE necessity for professional training in the most advanced methods and the technique of teaching Shorthand, Typewriting and the kindred subjects of Office Training, Business English and Correspondence, is felt more and more every year by both teachers and schools. More than that, the demand for Gregg teachers increases every year. Gregg Shorthand is now taught in the high schools of a thousand cities. Last year the system was adopted by more than four hundred schools.

Gregg School, under the direction of its president, Mr. John Robert Gregg, the author of Gregg Shorthand, has developed methods in practical pedagogy that have become famous throughout the country. Every year teachers from all parts of the country—last year the enrollment represented 28 States—assemble in Gregg School to study these methods. The course embraces both primary and advanced work.

Teachers' Correspondence Course—Free

By beginning the correspondence course now, teachers may cover the theory of Gregg Shorthand and be in position to devote themselves exclusively to a review of the principles, under expert guidance, and the study of teaching methods in the Summer Normal School, which begins June 29, and continues six weeks. Better make your plans now to get the Gregg training this summer. A postal card will bring full particulars.

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Regular Session begins June 8. Special Session begins July 6.

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- F. F. Von Court, Field Manager for the A. N. Palmer Company west of the Mississippi.
- W. C. Henning, Principal Cedar Rapids Business College, former Associate Editor American Penman.

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W. C. HENNING, Cedar Rapids, Iowa.

Commercial Teachers for New York Schools

Superintendent Maxwell, of New York, has made public the new list of eligible assistant teachers, with their ratings. The following is the list of assistants for the commercial branches:

Joseph H. Iskowitz.....	84.37
S. C. Schoenlank.....	78.85
M. S. Lobenthal.....	78.37
W. Weinberger.....	77.83
M. A. Garfinkel.....	76.75
C. B. Adkins.....	75.87
David Miller.....	75.25
W. K. Crouthamel.....	74.62
Edward A. Klein.....	72.66
M. J. Eisenmann.....	72.5
S. J. Feuerlicht.....	72.5
J. A. Goldensohn.....	72.5
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Max Gilbert.....	72
M. J. Landsman.....	71.4
F. G. Kiser.....	71.25
J. T. Kaplan.....	70.75

Telling Time in France

The use of the new twenty-four hour time system in France is likely to give rise to some rather curious results. One of these is brought out by A. De Mortellet, and relates to the striking of the hour.

It will not be very practical to use twenty-four strokes or less in succession, as these would be very difficult to count after a certain point. The number of strokes should, therefore, be reduced in some way.

He proposes using a double chime, one bell for units and the second for tens, the two bells to have a different tone. Or else with a single bell rapid strokes would show the tens, and slow strokes the units.

With two bells, one bell gives strokes up to nine. The second bell rings once for ten. For eleven, the first bell rings once and the second once, and so on in the decimal system. For twenty, the first bell rings twice, and so on.—*New York Press.*

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"Practical Compendium of Commercial Pen Lettering and Designs" is the title of a new instruction book published by the Newton Automatic Shading Pen Co., Pontiac, Mich. It is a complete instructor in the use of marking, shading, plain, special, border, and shadow lettering pens. It contains a number of beautiful and practical alphabets. The arrangement of copies and exercises are especially graded for school use and also for the home student, and will be found valuable for the experienced card writer. The price is \$1.00 prepaid.

"The Book of the Silver Jubilee of Gregg Shorthand" has just come from the press. It is a book of 175 pages printed in brown ink on enameled India tint paper. There are more than a score of portraits and illustrations, among which is the reproduction of the specially designed dedication pages of the Testimonial De Luxe presented to Mr. Gregg by more than 2,000 writers, teachers and reporters of the system. The story of the Gregg Silver Jubilee festival held in Chicago last August is graphically recorded. Among the printed addresses of that occasion are the series made by John R. Gregg on the invention of Gregg Shorthand, its development, and its introduction in America twenty years ago.

The lists of members of the Gregg Shorthand Association and of the Gregg Testimonial Association are also given.

**An Old Institute Holds the Second
Commencement**

The Rochester (N. Y.) Business Institute has been a well-known institution of Rochester for many years, but until last year it did not provide formal commencements. The second annual commencement took place on March 28.

The exercises were held in the Y. M. C. A. Music Hall. There were 180 graduates, representing thirteen different States. Principal S. C. Williams intimated that a new building is being planned.

The chief speakers were Roland B. Woodward, secretary of the Rochester Chamber of Commerce, and Principal A. H. Wilcox, of East High School.

**L. V. Newell, Aged New Hampshire
Penman, is Dead**

Lafayette V. Newell, one of the prominent business men of Portsmouth, N. H., and a teacher of penmanship for years before and after the Civil War, died at his home in Portsmouth on April 8, aged eighty years.

He engaged in the business of daguerreotypes in Concord, N. H., in 1856, and during the war was continuously at the front, making pictures of Union and Confederate soldiers.

He is survived by four brothers, the oldest being Rev. John P. Newell, of Litchfield, N. H., aged ninety-two years, who was a former mayor of Manchester, N. H., and principal of the Manchester High School sixty years ago.

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The adoption of this work by the New York Board of Education for use in High and Commercial Schools has rendered a revision necessary so as to cover thoroughly every phase in correspondence necessary for teachers and pupils. Many additional exercises have been inserted. The chapters on Social Correspondence and the Duties of a Private Secretary have been greatly extended; new letters illustrating the display of words on the letter-sheet are added; for the first time in the history of book-making in the United States a complete list of addresses of the Roman Catholic clergy has been put in. The chapter on Capitalizing and Dividing Words has been much enlarged. Additional illustrated instruction on proof-reading, telegrams, cablegrams, wireless telegraphy, postal information, value of foreign coins, card-indexing and letter-filing, with narratives, questions, and exercises, has been added.

The book itself has practically been re-written, while the index and the Teachers' Guide to Business Style have been worked out to include every essential item. The work is now complete with all the necessary information for teachers, stenographers, and pupils. The order and character of the Exercises remain the same; so that it is still fitted for the lowest as well as the highest class in business correspondence in any school, private or public. The new edition is so much improved over the previous one as to make it necessary to all. Especially is this true in regard to teachers, while the added information is of great use to stenographers, bookkeepers, and correspondents. The improved cross-index is especially noteworthy.

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Opening Guns

This is written April 1. Nearly 150 vacancies are listed with us now, most of them for summer and fall engagements. Salaries run from \$60 to \$150 a month—a very few even a little higher. The opening guns have already been fired. Recently we sent a man to the Central High School, Akron, Ohio; another to the East High School, Des Moines; two to the Cass Technical High School, Detroit; one to the Oklahoma Agricultural College, Stillwater; one to Goldey College, Wilmington, Del.; one to the New Bedford, Mass., High School, and one to the Central Y. M. C. A., Philadelphia,—and this omits less conspicuous positions we have filled. We shall probably receive from 400 to 500 calls for teachers before September 1. May we help you?

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THE AGENCY WITH THE SHORT UNDERSTANDABLE CONTRACT 25th YEAR

All England to Learn Shorthand and Typewriting

Ralph D. Blumenfeld, the well-known journalist living in London, in a recent weekly letter to *Town and Country* (New York), entertainingly points out the advantages of stenography and typewriting to all business men:

"Everybody in England is suddenly obsessed with the idea that Efficiency in Business must in future be the watchword. Up to now it has been 'Britannia Rules the Waves,' but since the government has decreed that ships cost money and manœuvres are expensive and ships may be left at anchor in the harbors at less cost than steaming about at sea, it has gradually dawned on the public that Britannia Ruling the Waves is a worn-out shibboleth and that such sentimental nonsense may easily be left to Germany or whichever nation cares to assume the trident. So now we are going in for Efficiency.

"Suddenly along came Lord Claud Hamilton, chairman of the Great Eastern Railway, and stated that for the sake of efficiency he had decided to import the now famous Mr. Thornton from Long Island to become general manager of the important railway line which runs unopposed across the eastern counties of England. That has settled things for good and all. Lord Claud stated that he could not find anyone in England to take the job.

"Think of it! Out of forty-five million people not one fit or available for the position of general manager of the Great Eastern. Either Lord Claud is joking or else there is something radically wrong and, as we are not taking chances, we assume there is something wrong. Therefore, we forty-five millions are going to plunge right in and get Efficiency just as the people of Peoria and Keokuk plunged in twenty-five years ago and got Culture. There's not going to be any loss of time. We are all going to learn to write shorthand and typewriting! Aren't these the essentials for Efficiency? We are going to pound away at these two essentials until every man, woman, child and infant will be able to take down speeches and transcribe them on typewriters. After that let Lord Claud Hamilton come along and pick out his general manager!

"The first step, as I have stated, is to learn shorthand and typewriting. I hope by next week I shall be sufficiently advanced in shorthand to be able to write my letter in clean, fluent Pitman characters so that all of you in America can read it straight off, for I have read in one of the papers here that everybody in America is EFFICIENT."

Blizzard

The tardiness of this issue is due to the blizzard. All of our editorial copy was "stalled" along the route—and failed to reach the office until March 7th.—*Editorial in March issue of School News of New Jersey.*

W. Hanger, of Lincoln, Neb., is a new commercial teacher in the Central Iowa Business College, Marshalltown, Iowa.

Personal and News Notes

J. G. Dunsmore, one of the veterans in commercial work, who has owned a successful school in Staunton, Va., for many years, is to erect in the near future a fine new building as a school home.

A. R. Kaiser has just gone from the Concord (N. H.) High School to the New Bedford (Mass.) High School, following Paul R. Eldridge, who has accepted a position with the Central High School, Newark, N. J.

W. B. Mahaffey, of Samonauk, Ill., has accepted a position in Goldey College, Wilmington, Delaware.

Miss Carrie Z. Wills has accepted a position recently in the high school at Enfield, N. H.

Fred C. Burris, recently graduated from the Rochester (N. Y.) Business Institute, has accepted an appointment in that institution as manager of the banking department.

Spelling Contest in Central New York

Oneida County, N. Y., has the spelling fever, and on February 27 held a contest in Utica with 37 competitors, 13 of them boys, from this and Herkimer counties. Verona, Rome and Camden won the three prizes. Those drilling for such contests will be interested in the following list of the words missed:

- | | |
|----------------|---------------|
| Kerosene | clairvoyance |
| accordance | coalesce |
| belligerent | panegyric |
| deciduous | hallucination |
| ecstasy | labyrinth |
| fallacious | pusillanimous |
| incandescent | innocuous |
| agreement | flippancy |
| chaperon | ridiculous |
| representative | sycophant |
| affidavit | hieroglyphic |
| delirium | tumultuous |
| diphtheria | subpoena |
| herbaceous | |

The School Bulletin (Syracuse, N. Y.)

Business College Men Hold Convention

The Williams Business College Managers' Association, which was organized in Milwaukee last December, held its second convention at Beaver Dam, Wis., April 3-4.

Those present were: Messrs. T. J. Williams, president, of Milwaukee; F. H. Metzler, of Waukesha, vice-president; Jay W. Miller, Beaver Dam, secretary-treasurer; Mr. W. E. Davis, Beaver Dam, assistant manager; W. E. Twyford, of Green Bay, and Mr. J. C. Runk, Marshfield.

The organization has for its object the raising of the standard of business education in the state of Wisconsin, and to give to its patrons a broader and more efficient training. The meeting was enthusiastic, highly beneficial and enjoyable to all present. The next convention will be held at Green Bay, July 2-3-4 of this year.

TEACHERS' AGENCIES



R.H. PECK

Commercial Teachers Wanted

We are in need of teachers of bookkeeping, Gregg shorthand, and stenotypy who are able also to teach the other branches. We will need some teachers on June 1, 1914, others on September 1, 1914, and are especially looking for young men who are capable of developing into principals. We employ twenty-three principals and about one hundred twenty-five teachers every year, and if you are interested in becoming a member of our organization, please write to us at once.



H.E. READ

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Never Too Old to Learn

Yearning for an education all his life but denied the boon because of the necessity of entering the mines to work at an early age, William C. Jones, 66 years old, of West Scranton, has graduated at the "Tech" High School with 80 per cent in grammar, penmanship and spelling, and will go to High School next term. Mr. Jones was born in Glamorganshire, Wales. He went to work in the mines at an early age and in 1870 he came to America, locating in Scranton, and securing a job as a miner in the Diamond mine of the Lackawanna Company. He worked himself up to be fire boss of the mine, retiring four years ago. His wife died two years ago.—Philadelphia Record.

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Use our service because we make a painstaking search for the position that will just fit you. A teacher congenially placed is permanently placed, an advantage to both school and teacher. NOW is the time to enroll in order to have an early choice of the many excellent calls we always have at this season of the year. No registration fee. Good Teachers for Good Schools.

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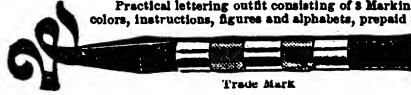
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Personal and News Notes

Mr. George G. Wright, for several years a commercial teacher in the Wakefield, Malden and Melrose (Mass.) high schools, has been elected as head of the commercial department of the Fitchburg (Mass.) High School, to begin in September. The work of the Fitchburg school is very widely known and is interesting, because of several innovations made in the manner of conducting it. Mr. Wright will follow Mr. C. E. Hutchins, who will have charge of the commercial work in the Worcester (Mass.) High School next fall.

J. H. Cooper, who for two or three years has been teaching commercial branches in the Rhode Island Commercial School, Providence, and the Haverhill (Mass.) Business College, recently accepted a similar position in the Stewart Commercial School, Grafton, W. Va.

Z. Carleton Staples for two or three years a commercial instructor in the Chelsea (Mass.) High School, recently took a position as commercial teacher in the Dorchester (Boston) High School, where he follows Mr. William D. Anderson, one of the most successful and popular commercial teachers in New England. Mr. Anderson has been made assistant supervisor of evening and continuation schools in Boston.

G. B. Duffield is to be a new teacher of commercial work and Gregg shorthand in the Montana Institute, Miles City, Mont.

A. G. Wade is a new teacher in the Buffalo Business School.

L. R. Spencer for some years in charge of the commercial work of the New Carlisle (Ind.) High School, has taken a desirable office position with the Perkins Manufacturing Company, Mishawaka, Ind.

George Leonard, who has been taking a course in Albion (Mich.) College, recently accepted a position as head of the commercial department there.

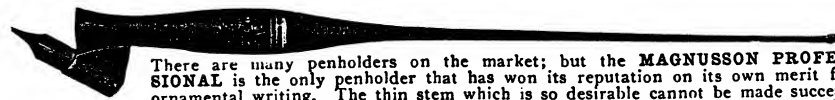


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Owing to the large number of new motion picture theatres which are being opened throughout the country, there is offered to the men and women of to-day, a new profession, namely, that of writing moving picture plays. Producers are paying from \$25 to \$150 for each scenario accepted, upon which they can build a photo play.

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As it only requires a few hours' time to construct a complete play, you can readily see the immense possibilities in this work. One man, who gave the idea a tryout, writes that he earned \$3,500 in six months. It is possible for an intelligent person to meet with equal success.

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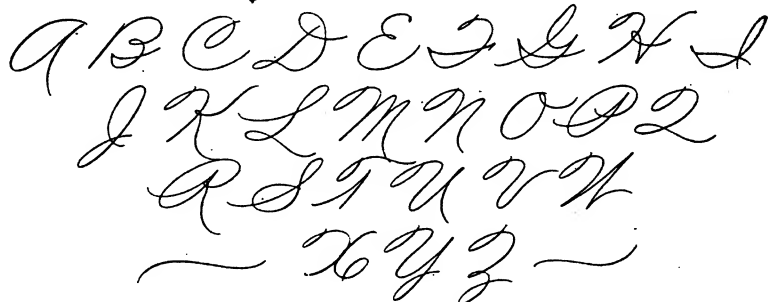
581 BOX WILKES-BARRE, PA.

Hiram Williams, recently head of the commercial department in Glassboro (N. J.) High School, has been appointed commercial and shorthand teacher in the Central Y. M. C. A., Philadelphia.

R. S. Baker, a well-known Eastern commercial teacher, has recently begun work as head of the commercial department of the Concord (N. H.) High School.

Miss Cora B. Beach, for several years head of the commercial work in Upper Iowa University, Fayette, Iowa, is now teaching commercial branches and English in the Hammond (Ind.) High School.

By L. D. Root, Supervisor of Writing, Oberlin, O.



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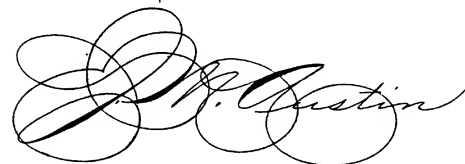


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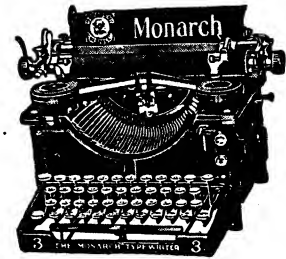
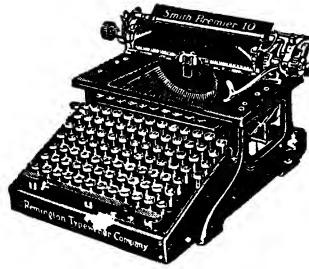
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